

DIVERSITY PLANS: AN ANALYSIS 2002-2003

**Submitted by
The Council on Diversity**

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EXECUTIVE SUMMARY

The Ohio State University has two complementary plans, the Academic Plan and the Diversity Plan. As the Academic Plan points out, “creating an environment that truly values and is enriched by diversity” is a core value. To be a national model for diversity, the University seeks to create real and measurable change. This is the third year of implementation of the University’s Diversity Action Plan. Unlike the first two years, most of the 2003 reports from academic and administrative units reflect a commitment and vision for moving forward with the unit’s goals. This summary analysis of the reports seeks to give a narrative overview of each unit’s diversity efforts, a list of recommendations, and acknowledgement of the unit’s noteworthy activities. If The Ohio State University is to gain prominence for “excellence through diversity,” as the complementarity of the Academic and Diversity Plans imply, each unit needs to attend to the Council’s specific recommendations, as well as the larger observations that cut across University culture and practices. Some of the larger, university-wide issues are as follows:

Developing a Philosophy

Although incremental progress has been made, the University as a whole and its individual units have yet to explore the full implications of what it means to have diversity as a core value, grappling with such questions as: In a university community, how does one create greater ownership of a value? How does a value move from an additive feature to a transformative component of the university’s research, teaching, and service missions? How might units benchmark for diversity, much as they do for salaries and programmatic stature? How do units signal to employees the prominence of diversity as a value? How does the University hold colleges and units accountable? How might the University do a better job in promoting its various locations as sites for diversity? What are the benefits of being in a diverse environment? Some units seem to be peppering their reports with programs and activities in the absence of a developed philosophy or general plan for understanding and implementing difference and difference. The Council recommends that they do the former without neglecting the latter.

Using Language

Language can affirm or betray attitudes and behaviors. Many units still speak of their “tolerance” for diversity. Rather than tolerating diversity, The Ohio State University seeks to affirm and embrace diversity. Other units speak of recruiting “qualified minorities and women.” Again, such language hides, however benignly, a number of assumptions, including the stereotype that minorities and women as groups are unqualified or underqualified.

Recruiting Faculty and Professional Staff

Many units note that it takes a competitive offer to hire faculty and professional staff of color. Making competitive offers is inherent to the culture of the academy. Units make competitive offers all the time when hiring senior faculty or professional staff. That candidates of color also require competitive offers should not be seen as a deterrent or an unnecessary expenditure. In general, units need to readjust their priorities in order to move away from the idea that money for minorities should come from elsewhere and not their own resources. Nevertheless, the University needs to continue to help those departments whose minority and women candidates have extraordinarily high competitive offers.

Retaining Faculty

Colleges need to take pro-active retention steps at the assistant level because the turnover of minority faculty before the tenure year remains significant.

Recruiting Students

As a land-grant institution, the University should do more with developing a pipeline by assuming more of a leadership role in improving public education and working with other such feeder groups. When minority and women students arrive on campus, the University needs to meet with those who have not declared majors and introduce them to fields of study where they are grossly underrepresented.

Working with Regional Campuses

All of the regional campuses pointed out that they are in more conservative environments than the Columbus campus. To ensure a rich environment for all students, conservative environments call for more aggressive measures. Regional campuses should take advantage of the specific diversity within their regions. For example, Lima is magnet for Latino/a populations.

Working with Minority Businesses

When the University ceased its efforts to diversify its goods and services vendors, all but a few units made any effort to continue working with minority owned companies. Working with minority businesses is good for recruitment and public relations, and doing so affirms the University's heritage as a land-grant institution supported by all of Ohio's citizenry. Some colleges and administrative areas have placed a good deal of thought into their future planning and are developing a plan for implementation with faculty and staff who actually make purchasing decisions. A significant number of colleges and administrative areas appear to be "tracking past practices," a much more reactive position.

The Office of Purchasing (or a subset of that group) with the assistance of an external consultant should develop a university-wide Diversity and Inclusion Purchasing Plan for implementation in colleges and administrative areas.

The plan should include: a thorough review of the plans, and development of the business case for including minority and small business suppliers into the supply chain; strategic product opportunities around already established buying thresholds; a college and administrative training program, materials and measurement analysis; and a supplier training program.

Refining the Process

Writing the Report: Units should consult broadly among their various constituents before turning in their final report. Some units did not report activities and information that committee members knew were programmatic strengths. In some cases this occurred because there was no mechanism for those who were actively engaged in diversity initiatives to pass that information on to the reporting body. More collaborative practices of writing the report will produce more comprehensive results. *Disseminating the Report:* It is not clear if units are profiting from a knowledge of each other's noteworthy initiatives. At the very least, the list of noteworthy initiatives should be broadly shared.

ARTS AND SCIENCES COLLEGES

College of Humanities

Narrative Overview

The College of Humanities is one of the largest academic entities at Ohio State, consisting of fourteen departments (African American and African Studies, Comparative Studies, East Asian Languages and Literatures, English, French and Italian, Germanic Languages and Literature, Greek and Latin, History, Linguistics, Near Eastern Languages and Cultures, Women's Studies, Philosophy, Slavic and East European Languages and Literature, and Spanish and Portuguese), as well as three centers (Center for Medieval and Renaissance Studies, Center for the Study and Teaching of Writing, and the Foreign Language Center) and the Humanities Institute. The College's wide-ranging breadth, which includes traditional, as well as interdisciplinary programs, and programs defined by race, gender and multiculturalism, make it a living model of educational diversity and a prime location for the pursuit of OSU's diversity goals.

The unit's leadership structure, much like its faculty, students and staff, as noted below, reveals considerable diversity by gender and evidences some success, albeit somewhat less so, with regard to minority representation. It is noteworthy that the documentation of the College's leadership shows that 43% of the Endowed Chairs are held by women, though none by minority scholars. More broadly, women hold 41% of the College's regular faculty lines, while minorities occupy 18%. It should be pointed out, however, that women (27%) and minorities (12%) make up a considerably lower proportion of the faculty at the Full Professor rank. This is a situation that can be somewhat rectified in the coming years by success in retaining and promoting women from within the relatively large Associate and Assistant pools of women faculty, while the problem of growth in the ranks of Full Professorships will be a more difficult one to address for minorities.

It must also be underscored that the aggregate representation of minorities among the College's faculty, nearing 1 out of 5 faculty members, is primarily built on the backs of three identifiable departments where recruiting faculty who meet university-wide diversity goals does not loom as a serious problem. Specifically, the Department of Spanish and Portuguese has 10 Hispanic faculty out of 12 faculty lines, 8 faculty out of 18 are Asian Americans in East Asian Languages and Literature, and 16 out of 16 faculty members in the African American and African Studies department are Black. Looked at another way, 34 of the 55 minority faculty members in the College (62%) come from 3 of its 14 departments. In addition to the lost educational benefits of "diversity in a silo," the other side of the coin may be even more problematic. That is, across seven of the College's remaining eleven departments, in well more than half of its departments (Germanic Languages and Literature, Greek and Latin, Linguistics, Near Eastern Languages and Cultures, Philosophy, Slavic and East European Languages and Literature, and Women's Studies) there are only 2 minority faculty members across these programs' 96 faculty lines, a startlingly low figure of 2%! The College is aware of this problem as evidenced by its aggressive faculty recruitment commitment described below. Further, the faculty recruitment data reported by the College for the past year show some recruitment success in developing diverse recruitment pools, interviewing a diverse set of candidates, and attracting women and minorities to Ohio State. Eighteen faculty searches were conducted in the College last year, resulting in 342 applications, 194 of which (57%) were from women. Forty-one applicants were interviewed, 22 of whom (54%) were women and 15 of whom (37%) were

minorities. Seventeen offers were made by the College with 13 acceptances including 3 women (out of 7 offers) and 4 minorities (out of 8 offers).

Diversity among the College's student body at both the undergraduate and graduate levels as well as among its staff reveals similar patterns to the faculty record with considerable success along gender lines and more modest representation with regard to minorities. At the graduate level, of 520 Graduate Associates employed in the College, 61% are women while 20% are minorities. Among its undergraduate majors, 54% are female, a higher percentage than the university as a whole, while approximately 15% are minorities, although steps are being taken to increase this level of representation. While only aggregate college level data is available for the student body, one suspects that the same pattern that is revealed among the faculty would be present here. To wit, the proposition that the clear majority of the College's minority undergraduates may be seeking degrees in 3 of the College's 14 departments, African American and African Studies, East Asian Languages and Literature, and Spanish and Portuguese. Data reported for the College's staff reflect a similar balance as the aggregate student numbers with 60% women and 20% minorities. The College's Diversity Report also identifies programs and approaches to hiring that are sensitive to prospective and current GLBT personnel in the College. Also revealed is the utilization of a broad range of minority vendors and, despite concerns about underreporting that may characterize the university's tracking procedures, 14.3% of the College's purchases have been identified as going to minority vendors with greater success projected for the future.

The College's array of diversity programs and initiatives portray a broad ranging and serious commitment to the pursuit of the University's diversity goals and, viewed collectively, offer a number of ideas that should be given serious consideration by other areas of the university. A sampling is described below. For one, the College's departments have revised their Promotion and Tenure documents to include an affirmative commitment in the procedures for recruiting new faculty that virtually assures diversity in the hiring pool under consideration. Each of the College's departments as well as the College itself has Affirmative Action Committees or an analogous mechanism for the addressing of problems as they arise. The College has a Diversity Committee for the development of relevant programming. Annual training sessions for Graduate Teaching Associates in the College include focus on diversity issues and, in particular, include a module on sexual harassment. Training sessions are also held for the College's Chairs on diversity issues, discrimination, and affirmative action. Mentoring programs have been developed for the purpose of facilitating the success and retention, at Ohio State, of women and minorities. Beyond the existence of departments (such as African American and African Studies and Women's Studies) where a curriculum focused on diversity is virtually assured, within the College there have also been developed focused academic programs on diversity topics such as Comparative Ethnic Studies, Asian American Studies, Latino Studies, Queer Studies, Disability Studies, and an American Sign Language program. Relatedly, curriculum offerings in the College have been altered by refocusing sub-disciplines to include specializations and areas of study that would appear to be attractive to potential women and minority faculty hires. For faculty who are "on board" at Ohio State, the College attempts to facilitate joint appointments where women and minority colleagues can support their interest in diversity-oriented teaching and research outside the confines of their tenure initiating units. Staff initiatives have included the Dean's office working with the Office of Employment to help identify minority candidates whenever an entry level opening develops. These staff positions then serve as a base for achieving training and experience that make the staff member attractive, in due course, for

promotion to another position within the College or university, a pattern for advancement that has achieved considerable success for the small number of people the program can reach. Finally, it should be noted, the College's web site maintains links to other sites that would be of interest and utility to those seeking information about diversity matters.

Recommendations

- Targeted recruitment programs and incentives specifically aimed at “difficult” disciplines for the recruitment of minority faculty (specifically the seven identified above) are necessary in an effort to have the College's individual departments mirror and increase the representation of minorities seen at the aggregate level. While the College, as a whole, has a relatively diverse faculty, the collective portrait, driven by departments where attracting a diverse faculty is relatively “easy,” masks several very unrepresentative departments.
- In addition to the development of programs to facilitate the promotion of minority faculty at OSU, a targeted effort may also be necessary to attract some number of Full Professors and/or Endowed Chairs who are minorities to the College.
- Future Diversity Reports should, wherever relevant in documenting representation among the College's faculty, students, and staff, disaggregate the data by Departments to offer a more detailed picture of diversity in the College. Indeed, this is particularly important in light of some of the imbalances addressed in the commentary above.

Noteworthy Initiatives

- The development of Promotion and Tenure guidelines across the College that include an appointment procedure that virtually insures diversity in the hiring pool for new faculty.
- Diversity issues are specifically addressed in GTA training.
- Curriculum specializations formulated in programs that are organized around diversity themes which may attract potential faculty recruits as well as enrolled students.
- Use of entry level positions in the College office to attract minority hires seeking training and experience for higher level university staff positions.
- Use of web link from College Web site to diversity oriented web sites.

College of Social and Behavioral Sciences

The College of Social and Behavioral Sciences consists of Regular Faculty (230), Auxiliary Faculty (41), Graduate Associates (503), and Staff (223). This year's and last year's reports from the college make clear that SBS has had success in recruiting female personnel in all categories. The department should be congratulated on their recruitment efforts in this area as well as their retention plans which include reduced teaching loads for junior faculty, mentoring programs across the unit, and insuring that unit heads have extended and routine discussions with all women and minority faculty members.

SBS believes that they are supportive and have created a safe environment for GLBT populations. When asked what specific steps have they taken to make the environment safe for self-identification, the college's response is that the basic approach is to treat all with respect. Because a number of its faculty and students self-identify as gay, lesbian, bisexual, or transgender, the college interprets that as a demonstration that the environment is safe for self-

identification as well as in issues of race. In addition, the college believes its seminars and course offerings on sexuality help create a safe environment.

In the area of Minority Businesses development, the college (without providing their current level of purchase) does list their minority vendors and indicates that they will strive to reach the 7 percent level for purchases during FY03.

The student population in SBS is diverse, and the college lists a number of their procedures and practices which have been successful in this area including making use of the CIC Summer Research Opportunity Program (Geography), identifying students through the Ralph Bunche Institute (Political Science), graduate training programs (Psychology), and perhaps most importantly, the Sociology Undergraduate Student Services Staff which organizes one-time and on-going diversity efforts for AHANA students. These efforts have been recognized with a University Distinguished Diversity Enhancement Award.

Recommendations

1. While the college has made some progress from 2000-2001 to 2001-2002 in the hiring of minority faculty and while they have several strategies in place to facilitate this, it does not seem to be working well. Of the 230 regular faculty members, only 28 identify themselves as race/ethnic minorities or “other”. The statistics for African Americans are astonishing in their paucity. There is only one African American full professor in the college (1.0%), only 2 associate professors (2.6%) and one assistant professor (1.0%). Given these low numbers, an immediate concern should be what the college will do to retain these professors. With these low numbers, can the college truly be seen as welcoming to the current faculty or to prospectives, be they faculty or graduate students? The numbers for Asian full professors (7 or 6.8%), associate professors (9 or 11.5%) and assistant professors (3 or 6.1%) and Hispanic professors [0 full, 2 associates (2.6%), and 1 assistant (2.0%)] are not much better either. On the opening page of the diversity plan, the college indicates that it does not use “exit” interviews because they come too late in the process. Perhaps the college could develop some “in progress” interviews, quarterly or mid-term, to assess perceptions of “climate” and become a bit more proactive in the process. The next point the Council wants to make may have a direct relation to this situation. Is the college truly convinced that its recruitment criteria are equal for all or is there perhaps a possibility of a different standard for race/ethnic minorities? (See point 2 below).
2. Throughout the report SBS often uses the words “qualified women” or “qualified minority” (on pages 7, 9, 18, for example). The language is a “climate” issue, and “race and ethnic” minorities as well as women may read it as a hostile signal. Might it also be a possibility that it is signaling a different lens through which the unit sees these applications?
3. It does appear that the college is making a good effort with GLBT issues. Perhaps SBS could do a survey to see if their perceptions are matched by the realities of the responses. If so, then perhaps SBS could develop a program to share with other units on establishing a “safe” environment.

Noteworthy Initiatives

- SBS has its own college FHAP program in addition to the university’s programs and they are to be congratulated for that.

- SBS has noted that it has funded minority graduate recruitment programs as a supplement to the departmental graduate recruitment programs. Because it has not yielded many students, SBS is going to stop it once currently allocated funds have been spent. A willingness to periodically assess and then drop or revamp programs is an important indication of an active diversity program, and SBS is to be congratulated on its continuing assessment in this area. [What about the larger issue of no longer having in place a minority recruitment program?]

College of Mathematics and Physical Sciences

Narrative Overview

The Diversity Plans: An Analysis (2001-2002) noted that “the diversity report (for MAPS) was very brief and somewhat perfunctory, creating the impression that diversity is not a high priority in this college. The identified goals were vague and much of the report lacked specificity” (4). The College of Mathematical and Physical Sciences Diversity Plan for 2002-2003 is more substantial and specific, and for that they are to be congratulated.

MAPS consists of the departments of Astronomy, Chemistry, Geological Sciences, Mathematics, Statistics, and Physics. While the report notes that diversity initiatives are led by the College Executive Committee, each department has a different administrative structure for diversity issues. In Physics, it is the Physics Executive Council; in Astronomy it is the Graduate Admission Committee; in Chemistry “there is no formal administrative structure to lead diversity issues”; in Mathematics, the Chair and Vice Chairs are responsible for diversity issues. Geological Sciences and Statistics did not respond or simply have no department level structures to focus on diversity issues. Thus three out of six departments have no apparent departmental level structures to address diversity issues. And while this is, unfortunately, a pattern that is also evident in other colleges, few of those colleges seem to be dealing with such a serious deficit of diversity in faculty and students.

In the area of Minority Purchasing, the College acknowledges that “purchases have decreased substantially since minority purchasing programs were interrupted, purchasing decentralized, and the university’s six-year plan expired” (3). The College also responded that “we are surprised to see the Minority Business Development Program reintroduced for the first time in years through the 2002-03 Diversity Plan process rather than through, for example, discussions at the Council of Deans or the Senior Fiscal Officers’ meetings” (4). While the college and most of its departments do not provide percentage figures, Mathematics is spending 16% with minority vendors.

Recruitment and retention are perhaps the most significant challenge facing MAPS. It probably would not be helpful to repeat all the numbers from their report, which are listed in the appendix. MAPS is largely male and white with a few exceptions: 14.6% of their professors are Asian as are 14.9% of the associate professors and 26.7% of the assistant professors. 33.3% of the auxiliary faculty is female as are the GTAs. Their GRAs are 28.0% female while GAAs are 100% female. In terms of staff, while the academic leadership is 100% while males, 45.55% of administrative executives is female, as are 20.05% of the professional staff, 88.8% of secretarial/clerical staff, and 17.9% of the paraprofessional staff.

While noting that these numbers are reflective of national trends, the College does have some initiatives to attempt to break out of the quagmire. The college has a Faculty Hiring Assistance Program which they believe is more generous and less restrictive than OAA’s program, and

“search committees are routinely encourages to actively seek women and underrepresented minorities and to pay special attention to such candidates throughout the evaluation process” (6). Each department except Statistics then weighed in with their efforts over the past year. And while it is encouraging to see these departmental efforts, some of the language does raise a little concern. For example, Astronomy noted that it made an offer to a “highly qualified female scientist” while Geological Sciences observed how difficult it is to attract “well-known exceptional women to our faculty.” This language led leads one to wonder if MAPS is really Lake Wobegon, where “all the women are strong [but unqualified unless exceptional], all the men are good looking [and white], and all the children are above average [if they’re Asian].” Are women and underrepresented minorities being viewed through the same lens as male candidates?

As for GLBT safe self-identification environment issues, the College had no response, but three of the departments did. Statistics noted that they did have two employees who self-identified, but those individuals have now left the unit. Since the writer didn’t know of any problems they had had and since they apparently still remain friends with some people in the unit, this is supposedly evidence of a safe environment. Chemistry asserts that they have an atmosphere of respect, apparently insuring a safe environment, and in Mathematics they note that some faculty have self-identified and that no one has voiced a complaint. How do they measure the success of those efforts? Basically by noting that no one is complaining, perhaps without realizing that maybe no one is complaining because to do so would identify them which, despite the anecdotal evidence, they might not feel safe doing. The College needs to come up with a better way of evaluating climate issues not only on this issue but also for women and underrepresented minorities.

Recommendations

- MAPS and its units need to develop better ways to evaluate the climate for women, underrepresented minorities, and GLBT populations in its units: The College should examine whether or not it has different standards given their language. Also the document’s language clearly indicates that “family issues” are women’s issues. This is an example of a biased lens. Men as well as women can and do have “family issues.”
- A final recommendation or plea: please do not let pool issues become an excuse for such little progress on recruitment and retention issues.

Noteworthy Initiatives

- 50% of the graduate students in Statistics are now women. MAPS is to be congratulated and encouraged to assist their sister units in the college in achieving results.
- Also of note, Statistics has an unusually large group of African American students this year. In both cases the department is cognizant of the role faculty members will play in the nurturing of these students. In the case of women graduate students, Statistics attributes its success to their graduate studies chair; but with so few females faculty to be mentors, burnout should be a real concern. As for the African American students, the largest number is thirty years; the lack of an African American role model may be a real detriment to the nurturing and ultimate success of these students. However, despite the problems, Statistics is to be congratulated for these recruitment efforts.

College of Biological Sciences

Narrative Overview

It appears that this College has addressed some of the concerns that the Diversity Council noted in last year's report. While the College is not as diverse as it needs to be, it appears that the Administration has provided some leadership toward achieving a more diverse climate within the College. However, particularly, the College continues to struggle with the environment and climate that affect members from the GLBT culture.

This college is composed of the following departments: IBP, Biochemistry, Entomology, Molecular Genetics, Microbiology, Plant Biology and Pit Tech, EEOB, and Biophysics, OSBP, MCDB. Data are reported for overall college numbers with the exception of Graduate Students. There are 76 Regular faculty. The majority (N= 36, 94.7%) of the full Professor ranks are White. Thirty-four (89.5%) of the full Professors are male, four (10.5%) are female. In addition, there is no African-American, American Indian, or Hispanic faculty at the full Professor rank and only two (5.3%) Asian faculty are at this rank. Associate Professor numbers are as follows:

- 26 (89.7%) White
- 25 (86.2%) male
- 4 (13.8%) female
- 3 (10.3%) Asian

No African-American, American Indian, or Hispanic faculty are listed at the Associate ranks. The Assistant Professor ranks are as follows:

- 18 (66.7%)
- 17 (63%)
- 10 female (37%)
- 1 (3.7%) African-American
- 3 (11.1%) Asian
- 1 (3.7%) Hispanic

No American Indian faculty listed at the Assistant Professor rank. Sixty percent (3) of Auxiliary faculty are White males, 40% (2) are female, and one (20%) is listed as Asian. One person is listed as other, and there were no numbers listed at the undisclosed level. No American Indian or Hispanic faculty are listed at the Auxiliary ranks.

There were no racially or ethnically diverse persons listed in the 18 unit leadership positions. One female was listed at the Dean, Associate Dean, and Graduate Studies Chair level respectively.

The majority (N=78, 51.7%) of Graduate Teaching Associates (GTA) are White. In addition, 68 (45%) are male, 83 (55%) female, 2 (1.3%) African-American, 43 (28.5%) Asian, 3 (2%) Hispanic. There are no American Indian GTA's listed. Eight (5.3%) and 17 (11.3%) of the GTA are listed at the other and undisclosed levels respectively. Graduate Research Associate (GRA) numbers are as follows:

- 52 (52.5%) male
- 47 (47.5%) female
- 35 (35.4%) White
- 3 (3%) African-American

- 43 (43.3%) Asian
- 5 (5.1%) Hispanic

There are no American Indian individuals listed within the GRA ranks. Listed at the other and undisclosed levels were 1 (1%) and 12 (12.1%) respectively. The Graduate Administrative numbers were listed at 100% for females. However, this represented only 2 positions. One person was listed at the other and undisclosed positions, respectively.

There are a total of 2176 UG students and 425 Graduate level students. There are 880 (40.4%) male students at the UG level, 216 (50.8%) at the Graduate level and 1296 (59.6%) female UG students and 209 (49.2%) at the Graduate level. The remaining numbers are as follows:

- African-American 176, 8.1% UG; African-American 7, 1.6% G
- Asian 234, 10.8% UG; 13, 3.1% G
- American Indian 18, 0.8% UG; 2, 0.5% G
- Hispanic 56, 2.6% UG; 10, 2.4% G
- White 1601, 73.6% UG; 176, 41.4% G
- Non-resident alien 52, 2.4% UG; 197, 46.4% G

There were 101 persons listed as Professional staff. The majority (93, 65%) of these positions were White individuals with 75 (52.4%) as male and another 68 (47.6%) as female. Another 32 (22.4%) were listed as Asian. The majority (7, 100%) of the Academic Leadership positions were held by White persons with 6 of these persons being male and the remaining person being female. No other diverse groups were listed in these Academic Leadership areas. Two White persons (one male, one female) held the Executive Administrative positions. There were no racially or ethnically diverse persons in any of these positions. The majority (30, 90.9%) of the 33 Clerical, Secretarial positions were listed as White females. The 28 Paraprofessional, Technical positions were divided equally between male and female; 22 of these positions were listed as White persons. One African-American and one Asian person were also listed within these ranks. One hundred percent (2) of the Skilled Crafts ranks were listed as males with one Asian and one White person listed within these ranks.

There were 3 faculty members who left the college during the last year. Sixty-seven percent of them were female and another 33% were minority. Two were retirement situations, the other involved “family issues.” Exit interviews were conducted by the Department Chairperson. The conclusion was that “Faculty and staff alike were not unhappy in the departments and College.” Further, “They generally praised the units for providing a supportive environment.”

The College’s Diversity Committee, established in 1986, is composed of faculty, an Undergraduate and Graduate student, and staff members. Terms are staggered in order to provide continuity for the committee. In addition, the EEOB and Molecular Genetics have their own Diversity Committees. The College’s Diversity Committee “will formulate a plan for tracking and increasing purchases from minority vendors of office supplies and service providers, due to the specialized nature of many of our laboratory chemicals, supplies, and equipment needs.” In addition, they have utilized the following minority vendors, not listed on the primary list:

1. Accelerated Moving & Storage
2. Cisco Electrical Supply Co.
3. D. Johnson Enterprises
4. Knight Electric Co.

The report states that the College has “been very successful this year in recruiting women and minority faculty.” Among these successes includes a female Dean and a male from Hispanic descent who is at the Assistant Professor rank. In addition, a minority postdoctoral scientist, an African-American woman, and a Hispanic women were hired. The College also uses advertising of positions in scientific journals, spousal hiring assistance, and encouragement for Leadership to consider minority hires in order to expand their search for diverse faculty. Three faculty positions were advertised. Out of the 176 applications received, 31 were female and 53 were minorities. Fifteen persons were interviewed: 3 women and 5 minorities. One offer was made with one minority hired. There was a targeted hire, and spousal hire to recruit a new Dean. Two persons were interviewed, one a woman, one a minority. Two offers and hires were made with this same pattern. Seventeen applications were received, 11 candidates were interviewed. Offers were made to one women and she was hired. A successful mentoring program facilitated a female faculty’s early tenure and promotion within the Department of Plant Biology.

The status of GLBT students and staff is unclear as the report only addresses faculty. It reads, “GLBT faculty and staff in the College of Biological Sciences do not seem to feel the need to identify themselves widely.” The report does mention, “We hope that this is because there are few, if any, problems that specifically affect this population...and that their sexual orientation is irrelevant to their job conditions and performance.” It is also noted that immediate action would be taken by Chairs and College administrators if any “issues arise or offensive statements are made.”

Recommendations

- Continue to address GLBT issues for faculty and develop specific initiatives that will improve the climate for faculty, students, and staff who are part of this cultural group.
- Avoid the use of the term “qualified” in the descriptors for faculty, student, and staff searches.
- Continue to develop strategies for the recruitment and retention of faculty, students, and staff in order to increase diversity within the College. Special emphasis is suggested for senior level Administrators and Faculty.

Noteworthy Initiatives

- Administrative support for the development of diversity initiatives within the College.
- Faculty networking in order to determine sources for searches of diverse faculty.
- Collaboration with Wilberforce University to increase minority Graduate student numbers.
- Participation in outside agencies (e.g., Ron McNair Post baccalaureate Achievement Program, NSF Louis Stokes Alliances for Minority Participation).
- Outreach to urban high schools for a service learning program to help students analyze DNA evidence.
- Clear statements regarding overall goals, strategies, and timelines for diversity initiatives within the College.

College of the Arts

Narrative Overview

This unit is composed of nine sub-units: Arts Administration, Advanced Computer Center/Art & Design, Department of Art, Art Education, Industrial Design, History of Art, Department of Dance, School of Music, and Theatre Department.

Summary student enrollment data for Autumn 2001 and Autumn 2002 revealed a large undergraduate student enrollment across all OSU campuses. Approximately equal numbers (range of 49% - 51%) of male and female undergraduates were enrolled for the two academic terms reviewed. In addition, an analysis of reported data for students from racial/ethnic groups revealed small minority student percentages. Data below are presented for Autumn 2001 followed by Autumn 2002: African American (7.2%, 7.4%), Asian 4.8%, 4.8%), Native American (0.4, %, 0.4%), Hispanic (1.8%, 1.9%), Non-resident Aliens (3.6%, 3.5%). The percentage of White students was 80.6%, 80.3%. The report contained a very large number of students categorized as "Other."

The percentages across all OSU campuses were analyzed for Professional and Graduate students for Autumn 2001 and Autumn 2002. The female/male Professional student data were reported as follows: Autumn 2001 = 51.3% female, 48.7% male, while Autumn 2002 = 52.4% female and 47.6% male. Racial/ethnic data for same two academic terms are presented chronologically as follows: African American (4.5%, 4.7%), Asian (9.3%, 9.5%), Native American (0.2%, 0.2%), Hispanic (1.9%, 1.8%), Non-resident Aliens (1.0%, 1.3%). The percentage of White Professional students for the reporting period was 79.0%, 78.1%. For Graduate students across all OSU campuses, the numbers were as follows: Autumn 2001 female/male percentages were 56.4%/43.6%, while the Autumn 2002 data showed female/male percentages to be 55.6%/44.4%.

Faculty and staff data reported for April 2001 revealed the following faculty and staff positions: Professors (54), Associate Professors (67), Assistant Professors (23), Auxiliary Faculty (58). Graduate Associates totaled 134. Staff totaled 101, with the largest percentages of staff being Professional (40) and Clerical/Secretarial (32). The numbers of minority faculty, Graduate Associates, and staff is particularly small with respect to racial/ethnic representation, with the notable exception of Graduate Teaching Associates where the numbers were as follows: African American (10 or 5%), Asian (27 or 13.6%), Native American (1 or 0.5%), Hispanic (4 or 2.0%) and Other (7 or 3.5%). Analysis of the staff data revealed a very small number of racial/ethnic group members in the 32 clerical/secretarial positions: African American (1), Native American (1), Hispanic (1). Overall, the report shows small, incremental increases in the number of faculty and staff working in the College.

Analysis of the 2002-2003 diversity plan submitted by the unit revealed an interest in aligning unit priorities with University diversity priorities to provide a "diversity-friendly" environment for both students and staff. The stated goals for creating this environment were clearly articulated and described in sufficient detail that reviewers were able to understand the unit's diversity achievements and its ongoing challenges. However, in some instances, the report described general practices without highlighting activities targeted at diversity priorities. An example is found in answer to Question 4 (specific actions for retaining women and minority staff) in which the report describes (pages 9-10) activities that address all staff but does not describe "specific actions taken to make the unit more likely to retain women and minority staff"). Understandably, generic strategies that work for all staff might indeed work for minority staff and women, but the report should have answered the question more directly.

The report described the unit's intention to comply with purchasing 15% of goods and services from minority vendors with specific targets for each of the nine sub-units for an intended total target of minority vendor spending of \$101,575.00.

The report stated a focus on GLBT issues and concerns through a collection of individual responses from unit heads. It was not clear how many unit heads submitted responses or if there was any attempt to synthesize the feedback. Several programs sponsored by the unit included openly gay and lesbian playwrights and performers as well as OSU staff who provide workshops and seminars on GBLT issues. The unit proposes to use climate surveys in addition to the programs and performances referenced above to plan future actions to make the unit more responsive to GBLT needs and issues.

The unit has a new Dean and new leadership in several of its departments which the report indicates offers optimism about addressing the unit's two primary diversity goals: (1) increasing the number of women and minority faculty, staff, and students, and, (2) using the unit's curricula, performance, exhibition, and lecture programs as opportunities for students to learn more about diversity and to create a positive climate for difference. The reviewers noted the frequent inclusion of two of its units as having innovative programs for addressing diversity issues: Department of Theatre and the School of Music.

Overall, the College of the Arts seems to be on the right track with respect to its diversity goals and activities. Several promising initiatives (e.g., Faculty Multicultural Activities Fund) have excellent potential for helping the unit to achieve its diversity goals. The unit seems to recognize its strengths and weaknesses in the area of diversity. It seems ready to move forward under new administrative leadership.

Recommendations

The Council on Diversity makes the following recommendation to the College of the Arts:

- The College of the Arts needs to move ahead with its stated plans to collect innovative ideas and activities from other OSU units, particularly diversity structures (e.g., systematic conversations and climate surveys with "women and minority faculty to discover what works and what doesn't") at OSU for planning, monitoring, and enhancing diversity in the College. Once the data are collected and reviewed by the unit's diversity committee and other stakeholders, the College needs to implement recommended changes in each of its nine units.
- The College should complete the deferred action steps from last year's diversity plan (page 19), including Analysis and Identification of the College Diversity Plan (development and final document).
- The College should develop and utilize appropriate diversity climate surveys as a basis for short-term and long-range planning to meet its diversity goals.
- The Council would like to see the College follow-up its recommendation from last year, namely consulting with the Office of Minority Affairs and the Women's Place, especially concerning the mentoring of African American, Asian, and Latino/a Assistant Professors in the College.

Noteworthy Initiatives

The College has established several excellent programs that might serve as models for other OSU units; these include three noteworthy projects:

- Faculty Administrative Fellows (an administrative leadership pool development vehicle to educate women and persons from under-represented groups about administration in higher education)
- College Diversity Fund (a ten-year old matching funds project to assist units with recruitment and retention of women and minority staff, faculty, and students)
- Faculty Multicultural Activities Fund (a faculty small grants program)

PROFESSIONAL COLLEGES

Fisher College of Business (FCOB)

Narrative Overview

The Fisher College has an established commitment to address diversity issues. A substantive change in the attention given to diversity and climate concerns has transpired over the past decade. In particular, the College has appointed an Associate Dean for Educational and Professional Diversity [ADEPD], a "faculty position with high visibility," and a Director of Minority Student Services. The director heads the Office of Minority Student Services and reports to the ADEPD. Both have annual budgets and administrative and student staff. The role of the ADEPD is to oversee all college diversity and climate efforts including the recruitment and retention of diverse faculty, staff and students. Working collaboratively, the ADEPD and the Director of Minority Services serve as leaders for the College Diversity Committee, the College's Community Diversity Advisory Board, and the Annual Diversity Enhancement Awards in the college. The annual diversity report written by the associate dean is a model of clarity and focus.

The Fisher College has recognized its particular need to address the recruitment and retention of women and non-Asian minority faculty. Accordingly, college leaders acknowledge that doing so can best be accomplished with a "long term vision" in which diversity issues become "centrally positioned" within the organizational structure and through resource allocations. Leadership at the highest levels and faculty at the senior ranks remain a largely white male domain. Of the five dean/associate deans, one is female; one is a minority. Of 18 chairs and endowed chairs, only 1 is a minority; none are women. However, among senior staff positions, half (5 of 10) are women, and 1 is a minority.

The College data on diversity demographics reveal a total of 91 regular faculty in the college. Of these, 20 [22%] are female and 16 are classified as non-white; 4 additional faculty are "undisclosed" in terms of race and ethnicity. 12 of the 16 non-white faculty who specified their ethnicity are Asian. Of the remaining 4, only 2 are African-American; 2 are Hispanic. The data also show a clear predominance of white males at the highest academic ranks: of 41 full professors, only 3 [7%] are women; only one [2.4%] is African-American. Similarly, while only 6 of 29 associate professors are women, 11 of 20 [55%] are assistant professors, and the total at this rank includes one Hispanic and one African-American.

Clearly the potential exists for transforming these ratios in regard to women faculty, assuming the college is able to retain them through promotion and tenure. And indeed, this year, the report states that two female assistant professors were promoted to associate professor. While the report gives detailed and helpful descriptions of aggressive attempts to identify and recruit minority faculty, results are mixed. The College advertised two faculty positions in the 2001-02 academic year and filled one of these with a minority hire. Of the 167 applications received, 10 candidates were interviewed. Two were women, three were minority applicants. Offers were made to one female

and two minority finalists. Noting the percentage of minority and female candidates interviewed, the effort in this regard is sincere, as the unit seeks to build a critical mass of diverse faculty.

While the report did not include data for students overall, the college is to be commended for its initiatives in recruiting a greater number of minority graduate (MBA) and doctoral students. For example, the continuing practice of hosting visitation weekends for prospective minority students appears to yield concrete results: minority enrollment in graduate programs has increased appreciably. Moreover, the college has secured a \$600,000 grant from the GE foundation to support domestic minority doctoral students. This pool of 10% of doctoral students now enrolled in the college would portend improvements in the number of minority faculty applicants in regard to a "grow your own" long-term strategy.

The college has also been a leader in GLBT initiatives. One professor in the college received an OSU distinguished Diversity Enhancement Award in part for her dedication to support GLBT efforts on campus and in the community. The college has formed a new student association, "Out in Business" and the Executive Education Division is co-sponsoring with local businesses a daylong conference on special issues within the GLBT community.

The nine goals the College has established for itself are clear and reasonable. Particularly laudable are the goals to recruit 1 senior and 2 junior minority faculty members to diversify the minority faculty and to ensure that the educational experience for all ethnic minority students reflects respect and inclusion. The college also states that it intends to increase from 7% to 10% its minority purchases over the next two years.

Recommendations

- The College would profit from increasing its efforts to hire minority faculty while carefully assessing academic "fit." The College should continue the practice of hiring minority visiting faculty when the opportunities arise.
- The College could serve as an example both in practice and in leadership seminars for the substantial increase in minority business contracts. A goal of 10% seems too modest for a College that should be leading the charge in this area.
- The College could provide for the campus some needed leadership (seminars, workshops, etc.) on inclusiveness in regard to GLBT concerns.

Noteworthy Initiatives

- Developing professional support organizations for GLBT students and faculty.
- Aggressively seeking funding to support minority doctoral candidates.
- Establishing college-wide Diversity Enhancement Awards.
- Hosting Diversity visitation days and continuing to support the MBA Women, Minority and International Student Corporate Mentoring Program.
- Sponsoring "diverse classroom awareness" workshops in regard to curriculum.
- Holding deans and department chairs accountable for diversity initiatives.

College of Education

Overview

The college has extended and refined its structure to advance diversity initiatives. A structural reorganization is detailed in a document entitled *Diversity Plan Implementation and School-Level Collaborations*. In essence, the plan strengthened in three ways the college's longstanding Office of

Equity and Diversity (which continues with its own director) and its Equity and Diversity Committee by: [1] hiring an Assistant Dean for Equity and Diversity (summer 2002); [2] appointing Faculty Coordinators for Equity and Diversity to lead discrete diversity committees in each of the college's three schools; and [3] assigning graduate administrative associates to assist each respective committee. The individuals responsible for the reorganized efforts comprise the "College of Education Diversity Team." This articulated structure is unique, and it reflects a core value in the college's patterns of administration. No other unit on campus has allocated with such resolve the administrative personnel or the fiscal support for enhancing diversity.

While the report surprisingly did not include SERRS data for faculty overall, it revealed that unit leadership includes a strong concentration of African-Americans and women at the highest administrative levels: among these eight people, (one dean, three associate deans, one assistant dean, and three school directors), there are two African-American males, one African-American female, and one White female. The other four are White males. Among faculty separations in 2002-02, the report states that eight faculty either resigned ($n = 4$) or retired ($n = 4$). Of these, three were female, and one, a retiree, was an African-American female. Exit interviews revealed that professional advancement prompted the resignations.

Student data for Autumn, 2001 indicate that college wide, 71.9% of all undergraduate and graduate students were white, 10.6% were Black, 1.5% Asian, 1.0% Hispanic, and 0.4% Native American. In 2001, the proportion of Black students was greater at the graduate level (10.6%) than at undergraduate ranks (7.8%), and women predominated among the graduate enrollment (72.5%). While not required to do so, the college elected to include SERRS data for Autumn 2002 in the current report. These tables show sizeable increases in the number of enrolled undergraduates, and accordingly, a doubling of the number of African-Americans, up from 24 [7.8%] in AU '01 to 54 [9.8%] in AU '02. In contrast, percentages of graduate students in all minority groups declined slightly during the same period.

With accountability placed at the associate deans' level, the College has taken concrete steps to ensure diverse applicant pools for tenure track faculty positions. These measures include asking faculty to make specific nominations, advertising in publications with diverse readership, naming at least one person of color to each search committee, and requiring written documentation that describes search committees' efforts to diversify the applicant pool. The data for this period show that the college hired six new faculty: all were white. Four were female. Unfortunately, the current report omitted pool and search data (i.e., numbers of applications received and candidates interviewed).

In consort with its efforts to create a welcoming, supportive environment, the college reports a "heightened focus" on GLBT issues. A meeting with the coordinator of the Office of GLBT student services led the College Council's Diversity Committee to create action steps addressed to GLBT concerns for AY 2002-03. During 2001-02, however, the three schools took "no specific action" related to GLBT issues.

The report describes a comprehensive college-wide climate survey that was conducted in Spring, 2002 among all students of color. Curiously, the rationale for the study is not mentioned, and results are neither reported nor discussed. The survey appears disconnected from other diversity action steps, even though one initiative for 2002-03 is to engage students in discussions about improving the climate within the college.

The report itself is detailed and thorough. It includes an ambitious list of goals: the college has identified a total of 47 different initiatives spread over the six broadly articulated areas.

Recommendations

- The Assistant Dean for Equity and Diversity should coordinate the acquisition, analysis, and distribution of all data relevant to diversity issues. Collaboration with data experts in the registrar's office and human resources is advised. (p. 44).
- Data from the 2002 climate study need to be reported and reconciled with other similar studies previously published on campus.
- The Diversity Team would profit by clarifying rationales and prioritizing needed initiatives. The team could best serve the college by selecting goals that have the greatest impact.
- Clear lines of responsibility and communication need to be established among the Diversity Team and its various committees.
- Research expertise and diversity experience should be shared both within the college and beyond it to other departments on campus and to P-12 community (p. 36).

Noteworthy Initiatives

- Ensuring that all print and electronic materials are accurate, culturally sensitive and reflect the diversity of the college (p. 14).
- Seeking out and sharing research expertise relevant to diversity issues (p. 17).
- Hosting Diversity breakfasts at conferences and following up with personal letters (p. 20).
- Providing professional development funding for targeted students to attend conferences (p. 22).
- Cultivating friendships, potential students, and maintaining a database of contacts at HBCU's and other institutions with substantial enrollments of students of color. (p. 53).
- Establishing an administrative and committee structure that is charged with accomplishing diversity goals for the college.

College of Human Ecology

Narrative Overview

The Ohio State University's Human Ecology Diversity Plan report did not include faculty/staff demographics. It was reported that 1 (male) faculty person left the department due to denial of tenure. Also last year, 6 staff members left: 66% were female and 33% were ethnic/racial minorities. Either the director of human resources or the fiscal director conducted exit interviews. The reason given for the voluntary separations were the result of advancement opportunities. The leadership in this unit reveals a total of twelve positions, six held by females and none by minorities. There was one targeted search for a minority faculty candidate that yielded predominantly women applicants. Out of two positions advertised, a total of 18 applicants were received, 12 were women and 2 were minorities. They interviewed two both women and 1 a minority and both were hired. They have discussed retention issues of women and minority faculty and are monitoring the satisfaction levels. The general strategy was their support to advance within the OSU system. The Chairs have charged the diversity committee with creating specific recruitment and retention initiatives. It is stated that a barrier to increase their women and minority faculty is the lack of a university-wide program to support dual career hires.

The total student population comprised of 628 males and 1747 females for a total of 2375. The race and ethnicity student demographics reveal a primarily white/non-Hispanic population

(1910) with 195 African Americans, 93 Asians, 8 American Indians, 46 Hispanics, 93 non-resident aliens, and 30 undisclosed. Comparing their demographics to last year's numbers, they have increased the total student population by 270 including 22 African Americans, 27 Asians, 17 Hispanics, 4 American Indians, and 11 non-resident aliens. They have established a Diversity Committee to lead their initiatives. They have also designated the HEC Staff Council and Minority Students in Human Ecology to address diversity issues.

Regarding the minority vendor list, they plan to track purchases from minority vendors in 2002-2003 using eReports Portal and from their own fiscal data collection system. The goal is to surpass the mandated 15%.

The Gay, Lesbian, Bisexual and Transgender environment has not yet been explored and that has been given to the Diversity Committee to investigate. The diversity climate survey is being viewed as a tool to obtain specific measures regarding this issue.

Recommendations

- Follow through with exploring and addressing GLBT climate and issues working with both the Multicultural Center and Human Resources.
- Administration needs to continue their support in the various initiatives and models to strengthen minority recruitment for faculty.
- We suggest that more details be revealed in the next reporting cycle regarding the specific recruitment and retention action steps.
- The Minority Vendor plan to increase purchase seems noteworthy and the committee looks forward to the results and recommends that this initiative is detailed in next year's report.
- Next year's report needs to be comprehensive including more substance and details.

Noteworthy Initiative

None

College of Food, Agriculture and Environmental Sciences (FAES)

Narrative Overview

Food, Agricultural and Environmental Sciences (FAES) is a very large college with 467 faculty, 23 auxiliary faculty, 315 graduate associates and 1704 other staff, for a total of 2509 employees of which 1379 (55%) are women and 263 (10.5%) are listed as minorities. It should be noted, however, that 143 of the 263 in the minority category are Asian, many of whom are graduate associates. In addition, while more than half of the employees are women, only 6.4% of the full professors and 6.3% of the "Academic Leadership" are women. Over 300 pages of data were provided on faculty and staff (as of 4/30/2002), but no data on students were available, making it difficult to determine trends in diversity of the FAES student body.

In its last report, the Council on Diversity recommended (1) that FAES develop a concrete plan to address concerns identified by its own task force which was formed to enhance diversity within the college and (2) that it develop specific policies to assist women faculty and staff balance work and family responsibilities. Actions to address these recommendations and many other issues related to diversity, will be initiated by the Leader, Diversity Development. Ms. Kathy Lechman was hired for this position in November 2001. She needed some time to learn about the very large and multi-faceted FAES College, and had not completed work on addressing

the recommendations at the time the 2002-03 Diversity Plan was due. In addition to a Leader, Diversity Development, FAES also has a Minority Student Recruiter and a College Diversity Task Force.

The Dean/Vice-President appears to be committed to diversity. The Dean's annual evaluations with department chairs and school directors include a discussion *and assessment* of their efforts to recruit and retain minority and women faculty. Chairpersons have been asked to submit written action plans on enhancing diversity. In addition, all search committees receive an affirmative action charge from College leadership and no search is closed without having women and minority candidates included.

The College has taken several steps to increase both diversity and awareness of it. FAES hosted a 3-day visit by faculty and staff from six Historically Black Colleges and Universities in an attempt to establish an ongoing relationship with those schools that will lead to future recruiting opportunities. A College diversity resources web page has been developed and can be accessed easily through the College's main website. A monthly e-mail has been established to share diversity news. Three classes related to diversity were scheduled for faculty and staff, but two were canceled due to lack of participation. In the future, the classes will be offered via the OSU Extension satellite system or by teleconferencing so that faculty and staff in remote locations can participate without extensive travel. The Leader of Diversity Development, Minority Student Recruiter, and the Senior Associate Dean for Academic Programs are revising a climate survey to be conducted in response to a recommendation from the College's Diversity Task Force. A survey of departments in the College revealed that most departments did not have any visuals depicting diversity or any appreciation of it. Each department will be encouraged to choose artwork, reading material for waiting rooms, etc., that increases visual diversity.

Units within FAES have implemented diversity programs for their own faculty and staff. They include providing leadership opportunities for women, quarterly meetings with staff to discuss diversity-related issues and concerns, setting aside funding for faculty and staff participation in professional development, and a multi-ethnic potluck luncheon.

The College reports that its use of minority vendors has decreased slightly over the past year. In FAES, as in most colleges, the main focus seems to be on getting materials and services for the lowest possible price and in the shortest possible time. The report contains a list of minority vendors who provide services the College uses, indicating an awareness of the availability of minority vendors. The College seeks guidance and support from the University on use of minority vendors to meet its budgetary and time constraints.

Recommendations

In November 2001, the College of Food, Agricultural and Environmental Sciences hired a full-time Leader for Diversity Development, Kathy Lechman. She has required a year to learn about the College before beginning to implement changes where they are needed. Her duties include increasing awareness of diversity issues, assessing the climate in the College, providing training on diversity issues, and designing a reward system for outstanding diversity efforts. While the College has implemented several programs designed to increase diversity and awareness of it in the past year, it has not fully addressed the Diversity Council's two recommendations from last year. The College, with leadership from Ms. Lechman, should implement those recommendations in the coming year. In addition, the College might redefine the mission of the Leader, Diversity Development, to make clear that the work to increase awareness of diversity issues as well as training on those issues and rewards for exemplary

action should include students as well as faculty and staff. A restatement of Goal Two under “Create a Supportive Environment that Is Welcoming for All Individuals” might also include students as well as faculty and staff.

The College of FAES should make an effort to provide leadership training, opportunities, and mentoring for its women and minority faculty and staff so that they may begin to move into leadership positions. The FAES diversity plan for 2002-03 indicates that some units already have such programs, but they should be college-wide.

Because FAES contains units with very different missions, individual units have implemented diversity enhancement programs that are best suited to their own faculty, staff, and students. However, other units may be able to adapt such programs for their own needs. It would be helpful for the College to have a process for units to share information on diversity programming.

Other actions that FAES might consider to enhance diversity are:

- Following up on the climate survey that will provide GLBT faculty, staff, and students to indicate whether they feel safe in FAES with programs in addition to HERO. Give GLBT employees and students an opportunity to raise issues of importance to them.
- Holding exit interviews in person, perhaps conducted by someone outside of the unit.
- Increase the number of minority extension faculty and staff, particularly in the urban areas.

Noteworthy Initiatives

- Hiring a full-time Leader, Diversity Development
- Conducting a college wide climate assessment
- Hosting a 3-day visit by faculty and staff from six HBCUs
- Establishing a Diversity Resources web page and a monthly e-mail on diversity
- Conducting an audit of visuals depicting diversity
- Insisting that no faculty search be closed without having qualified women and minority candidates considered
- Conducting a curriculum review to evaluate courses and teaching to ensure a diversity-rich academic program
- “Grow their own” program to increase the number of minority faculty members
- Holding department chairs accountable, during annual reviews, for recruiting and retaining minority and women faculty

College of Law

Narrative Overview

The College of Law enrolled 673 students in Autumn Quarter 2002. 48% of those students are women, 7% are African-American, 4.5% are Asian, 4% are Hispanic and .4% are Native American. There are 51 regular faculty members, 26 adjunct faculty members, 1 special appointment (Jurist in Residence, Robert Duncan) and 8 law librarians. Three new faculty were hired during the reporting period. One was a woman, one was an Asian-American male and one was an African American male. Over the past eight years, 50% of the tenure track faculty hires have been women and 4 of the 7 chaired professors are women.

The Law School’s governance structure includes well-established groups focusing on diversity. The College supports The Office of Minority Affairs of the Law School and the

Diversity Committee of the Student Bar Association. The student committee is well-integrated into the Law School's OMA, and the Law School's OMA works closely with the University's Office of Minority Affairs. The College also supports the Gay, Lesbian, Bisexual and Transgender Law Caucus. In addition, there are student associations of Arab Americans, Asian/Pacific students, Black students, Caribbean students, Christian students, Jewish students, Islamic students and the Women's Law Caucus.

The Law school conducts an annual climate survey. It offers a wide range of classes on issues of race, gender, discrimination, disability and civil rights.

Recommendations

- The Law School is encouraged to work through its plan to identify and track use of minority vendors, and to engage in quarterly monitoring of purchases.
- Continue using and refining the annual climate surveys.
- The Law School is closely monitoring the U.S. Supreme Court ruling on use of diversity as a factor in admissions. We urge the Law School to find creative ways to design admissions procedures so that the momentum that has been gained in attracting and placing diverse students is not lost.

Noteworthy Initiatives

- The Law School hired a consulting firm to conduct a diversity awareness module as part of the first year law student orientation. This consulting firm is also a minority vendor. Providing specific information on the payoffs of this initiative would be useful.
- The Law School created a data base from listing of faculty publications to identify existing faculty whose research was of interest to the college. These faculty were targeted in a national search.
- The School has been aggressive in creating funding for chaired professorships and then equally aggressive at placing women and minorities in those positions.
- Recruiters travel to law fairs at HBCUs and universities with significant Asian-American and Hispanic populations.
- The Law School consistently uses the term "excellence and diversity" instead of the more derogatory "qualified minorities" when discussing recruiting and hiring.
- Flex time is available for staff through official policies.
- Endowment of a faculty chair for the study of civil rights/civil liberties, and a donor gift which helps economically disadvantaged students who cannot get co-signers for private educational loans.

College of Social Work

Narrative Overview

The faculty, staff, and student body of the College of Social Work includes a larger percentage of women and minorities than is typically found in academic departments on campus. Sixty-three percent of the faculty, 85 percent of the staff, and 87 percent of the students are female. Thirty percent of the faculty, 43 percent of the staff, and 12 percent of the students are from minority groups. In its review of the 2000-01 Diversity Plan from the College of Social Work, the Diversity Council noted that while almost two-thirds of the faculty were female, only a quarter of the full professors were female. The Council recommended that the College take

steps to see that female faculty have an opportunity to advance in rank. In addition, the Council asked the College to focus on GLBT issues.

During the 2002-03 academic year, the College of Social work responded by encouraging female associate professors to seek promotions in the next two years. They were offered more time to do research and one was offered a Special Research Assignment. All faculty are offered assistance with publications and scholarly activities. In addition, after learning that faculty salaries in the College of Social Work were 18% less than those in benchmark institutions, the Dean instituted a program to increase salaries more rapidly than would be possible under annual University “guidelines.” The College hopes that this action will improve retention of all faculty, including women and minorities. In response to the Council’s comments on GLBT issues, the College of Social Work took several actions including:

- organizing workshops focusing on GLBT issues,
- hiring faculty who have conducted research on and have knowledge of or experience with GLBT populations,
- requiring curriculum content pertaining to gay, lesbian, bisexual, and transgender populations to be included in course syllabi, and
- setting up a “Suggestion Box” in the student lounge.

The College followed through on these proposed actions. First, they organized two workshops, with assistance from GLBT Student Services, under the “Homophobia is Everyone’s Responsibility to Overcome” (HERO) Program. Seventeen faculty, one staff member, and 49 students attended. Forty-four participants completed an evaluation of the workshops. Two faculty who conducted research on and had knowledge of GLBT populations were hired. Course syllabi are required to include content pertaining to GLBT populations, and review of course syllabi has been integrated into the annual performance review for faculty.

The College of Social Work has purchased materials and services from minority vendors. They have established an internal system to track minority purchases and established goals for percentage of materials and services to be purchased from minority vendors in the next two years.

Finally, in 2000, the College established a Diversity Committee as an ad hoc subcommittee of the College Advisory Committee. Two years ago, the Diversity Committee distributed questionnaires to faculty, staff and students asking them to provide input on diversity goals and proposed actions to achieve those goals. In May 2002, the Council held three focus group discussions, for faculty, staff, and students, respectively, to generate suggestions for improving the climate and to increase participants’ awareness of issues important to various groups.

Recommendations

- The College of Social Work has clearly made an effort to implement the Diversity Council’s recommendations from last year and appears to have been quite successful. The Council encourages the College of Social Work to continue the programs and activities it implemented last year.

Noteworthy Initiatives

- The College of Social Work has taken a series of actions to create an environment comfortable for the GLBT population. Those actions include organizing workshops in the “Homophobia is Everyone’s Responsibility to Overcome” program and ensuring wide participation in the workshops, hiring two faculty members who have conducted research

in and have experience with GLBT populations, and requiring curriculum content pertaining to GLBT populations with review of the course syllabi becoming a part of the annual performance review.

- The College is revising the internal transaction database to include minority vendor information to track and report purchases of goods and services from minority suppliers.

College of Engineering

Narrative Overview:

The College of Engineering has 132 Full Professors (5 women, 1 African-American, 34 Asians, no Native Americans or Hispanics), 80 Associate Professors (9 women, 1 African-American, 11 Asians and 3 Hispanics) and 44 Assistant Professors (10 women, 1 African-American, 9 Asians and 2 Hispanics). The College enrolls 5,472 undergraduate students. Among those undergraduate students are .5% Native Americans, 7.3% Asians, 5.2% African-Americans and 1.6% Hispanics. Among the College's 1,458 graduate students are .07% Native Americans, 2.9% Asians, 1.4% African-Americans, and .7% Hispanics. The College has one (of 3) women as Associate Dean, 2 female assistant deans and 1 woman program chair.

It seems as if the College administration is making a sincere and deliberate attempt to change an outmoded culture. The College has been explicit in stating that engineering is no longer a white, male profession; and the Dean will not accept faculty job candidate lists consisting of only white males. Reports from men who served on a committee to study gender equity in the college were that they were "shocked by" experiences women faculty described as "typical." The full-time hire of an Assistant Dean (she is a Research Scientist) is promising because a large part of her responsibilities include diversity initiatives. However, one person alone cannot force change and this position must be supported by every level of administration in the College.

Despite some progress, the report indicates that some units within the College are not all equally committed to changing the culture. An unacceptable belief still exists (report page 11) that hiring a diverse faculty also means lowering standards. In addition, the unit seems to act in ways which marginalize groups by focusing on categorization and separation instead of inclusion. In addition, it seems as if majority men are too seldom included in many initiatives, further supporting the notion that diversity and inclusion are only issues for those who are not included.

The College recruited for 24 faculty positions in the reporting year. Of the 103 candidates interviewed, 14 were women and 15 were minorities. This process resulting in the hiring of 16 new faculty, of whom 6 were women and 6 were minorities (the report did not contain specific category listings for the minority hires).

Recommendations

- Among graduate associate appointments, 44% of the administrative positions are held by women, but only 27% of the teaching positions and only 17% of the research positions are held by women. It seems that the skills which are likely to advance women in academic careers (teaching and research) are not widely available to women graduate students in the college. Since the majority of all graduate associates in Engineering are employed as research associates, it is strongly recommended that women students should be more aggressively recruited for and placed in research associate positions.

- Continue with the pilot plan to better inform units about minority vendor options to improve the College's purchasing record for minority vendor purchases.
- The College should establish more formal and creative processes for identifying and recruiting women and minority faculty and staff. There is no indication that this College uses many of the methods that other units employ to reach out to non-majority populations.
- In dealing with GLBT issues, the College needs to move beyond the language of "tolerance," especially given their self-assessment that the engineering community is very closed about GLBT issues.
- There is a (perhaps) disturbing emphasis on the fact that women faculty in Engineering are expecting and having babies. This same attention is not given to male faculty. On the one hand, this could signal the cultural shift to a workplace that provides support and flexibility to working parents. On the other hand, this could also single out women faculty as somehow different, and "different" does not necessarily translate to "positive."
- As the college is selecting a new dean, there is a danger that the real progress begun in this College could stall.

Noteworthy Initiatives

- The full-time hire of a Senior Assistant Dean for Outreach and Special programs was given specific responsibility for promoting and sustaining diversity, especially by developing students in K-12.
- The college has also recently established a College Council on Diversity with representation from students, faculty and staff.
- One unit of the College has made visible improvements in the security of buildings to alleviate concerns about personal security after hours.
- The College engages in many visible programs to attract youth, including minority youth, to engineering as a career.
- The College has formed a broad-based work group to study gender equity issues. This is an impressive initiative which has apparently involved majority men in advocating for attention to the issues.

HEALTH SCIENCES COLLEGES

College of Veterinary Medicine

Narrative Overview

The College of Veterinary Medicine is a single unit composed of several departments. Student demographics show that 75.2% of the professional students are female, and 58.6% of the graduate students are female. At the professional level, .2% are African American (0% for graduate), 1.3% are Asian (3.1% for graduate), .2% are American Indian (0% for graduate), 1.9% are Hispanic (1.6% for graduate), 93.3% are White (46.1% at graduate level) and 3% are unknown (3.1% at the graduate level). In addition 46.1% of the students at the Graduate level are considered Non-Resident Aliens.

Faculty and staff data were reported for the academic years ending in 2001 and 2002. The following is a break down of the information with the 2001 percentages in parenthesis for comparison purposes. "Faculty" refers to all faculty levels.

According to the 2002 analysis 85% of the faculty were white (91%), 28% female (26.85%), 72% male (73.14), 5.1% Asian (5.5 %), 1.7% Hispanic (0.0%), 8.5% are undisclosed (3.7%). There were no African American or American Indian faculty reported for either year.

Graduate Associate research was composed of 45.8% male (49.4%), 54.2% female (50.6%), 1.2% black (2.5%), 25.3%, Asian (24.1%), 1.2% Hispanic (2.5%), 39.8% white (49.4%), 1.2% other, and 31.3 % are undisclosed (21.4%).

Staff were composed of 86% white (86.15%), 28% are males (27.7%), 72% are females (72.3%), 6% are black (5%), 4% are Asian (5%), 1.1% are American Indian (.8%), 4% Hispanic (.4%), 3.1% are undisclosed (2.7%)

By June 30th of last summer, one female faculty member, 27 female staff members, and 5 ethnic minorities separated from the college.

The College conducts in-depth exit interviews addressing three major areas: why the individuals left, why the retention package did not work, and how to improve their retention packages in the future.

The most common reasons for separations were: to enter private practice, or to accept positions in the industry sector, citing "greater financial rewards and improved quality of life." Staff separations follow a myriad of reasons such as retirement, improving job classification within the university, job stress, or family relocations seeking greater compensation. It did not appear that any of the separations were related to diversity or cultural problems.

In the leadership report, no minority individuals are in administrative positions and one female occupies an endowed chair position.

Diversity initiatives are the responsibility of the Associate Dean for Student Affairs. The College is also collaborating with the Ohio Medical Veterinary Association to create a task force addressing issues of diversity within the profession and to provide better diversification within the College.

One minority female has been added to the admissions committee in order to improve the flow of minority candidates into the college. Their efforts to improve minority outreach include the creation of a list of minority veterinarians who are willing to act as mentors, as well as a list of minority veterinarians willing to assume leadership positions in the state veterinary medical association

While the College appears to utilize minority vendors extensively, no statistical information was included. The report stated, "These are substantial expenditures through minority vendors." The lack of minority vendors in the medical/pharmaceutical/ and veterinary sectors was stated as an obstacle to improving their numbers in that particular segment. The College apparently monitors minority purchases quarterly and stresses the importance of utilizing minority vendors to each department.

In order to recruit minority faculty, the College has contacted other institutions, as well as former and current minority faculty, in order to identify potential new faculty hires. The College makes an attempt to provide competitive offers, and tries to identify issues causing separation in order to determine whether the outcome can be changed.

Although the report points out that the College has not been successful in attracting a new minority faculty in this academic year, it also mentions that they have not lost a minority faculty in this academic year.

In attracting minority or women into their staff, the College mentions the lack of a minority pool with the technical skill necessary to do the required work. Their recruitment efforts seem limited in scope, and include their relationship with Columbus State's Veterinary Technology program. The college has hired a counselor to address client needs, which in turn reduces stress levels for their staff members, according to the document submitted.

The College has a number of faculty and staff who have self-identified as gay or lesbian individuals and an established Gay and Lesbian Veterinary Medical Association for their students. According to the report, all of these individuals feel safer in their College environment and feel free to raise issues related to gender.

Recommendations

- The future of GLBT issues is uncertain with the anticipated retirement of the Dean for Student Affairs. The College should state plans for continued support in this area.
- The College should elaborate on its recruitment efforts and successes in regards to the Tuskegee University program.
- The College should continue its efforts to establish a Minority Student Association.
- Minority representation is very low. The College should expand its recruitment efforts beyond those stated in the report.
- They should identify and expose minority students with undeclared majors to the field.
- They should create educational programs targeting high school students.
- The College should make an effort to increase minority presence in administrative positions.
- The College should make an effort to increase the number of underrepresented minorities in their Admissions Committee, as well as other vital committees within the College.
- The College should provide statistics supporting their participation in minority purchasing program.
- The College should approach graduating minority students, and current minority Veterinarians in order to identify patterns or interests, which may attract potential candidates in the future
- The College should establish a mentoring program to aid minority students in reaching the professorate level.
- The student climate survey should be re-administered to follow-up on students' perception of social and cultural environmental issues

Noteworthy accomplishments

- The formation of the Minority Alumni Advisory Council.
- The continued relationship with the Tuskegee University.
- The creation of a Diversity Committee.
- The College of Veterinary Medicine recognizes those efforts that have been unsuccessful, and redirects its efforts into other programs which may improve the overall environment at the College.

College of Nursing Narrative Overview

The College profile of faculty and staff is primarily female. All administrative positions are occupied by female faculty. Female recruitment has not been an issue due to the nature of the profession. Striving to improve the diversity environment, the College has been successful in recruiting two male faculty members, as well as one African American female faculty member. Six faculty members, as well as 3 staff members, left in the specified calendar year. Exit interviews were conducted by the Dean, without revealing any evidence of an underlying diversity or cultural problem.

The College of Nursing has established a Diversity Committee with excellent representation from different social groups. In addition to promoting cultural sensitivity, the committee monitors social and physical environment at the college as well as recruitment and retention of minority individuals. They have increased their recruitment efforts at the high school level, as recommended by last year's Council report. They have also reviewed their entire curriculum to highlight or introduce lectures dealing with cultural issues.

Their minority-purchasing program needs improvement. The College is trying to address the issue by establishing an internal system that identifies minority businesses, keeps track of all minority purchases, and follows through on competitive bids.

Recommendation

- The College of Nursing has clearly made an effort to implement the Diversity Council's recommendations from last year and appears to have been quite successful. The council encourages the College of Nursing to continue the programs and activities it implemented last year.
- The Diversity Council would like the College of Nursing to establish a bidding range, which would allow smaller minority companies to compete in a sometimes difficult environment.
- The Diversity Council would like the College of Nursing to target institutions with a large number of Hispanic, Asian, or other underrepresented minority groups.

Noteworthy initiatives

- The College of Nursing has demonstrated a genuine commitment to Diversity issues. Most notably they have participated in and established programs geared towards improving cultural awareness, and social environment at the school.
- The Diversity Committee organized a development program "designed to sensitize faculty and staff to ethnicity and gender issues." The film, "The Essential Blue Eyes," was presented, along with the book, "Why are All the Black Kids Sitting together in the Back of the Cafeteria?" A discussion period was conducted following these presentations.
- The Diversity Committee also increased cultural exposure through a number of activities that highlighted traditions, art work, and holiday parties representing different cultural environments
- The HERO program underscores the College's sensitivity to GLBT constituents. They have provided an environment that openly allows and nurtures discussions relevant to this particular group. Their success can be measured by their ability to recruit Administrators and Faculty who identify themselves as members of this group.

- The College of Nursing has identified a number of weak areas and they have also provided a number of possible solutions. We look forward to acknowledging their accomplishment in the coming years.

College of Dentistry

Narrative Overview

The College of Dentistry is comprised of 9 departmental units: Dentistry Administration, Dentistry-General Operation; Health Services Research; Primary Care; Radiology-Dentistry; AGD/GPR; Geriatrics; Division of Dental Hygiene; and Endodontics.

Analysis of the 2002-2003 Diversity Plan revealed the need to increase female and minority in leadership positions within the College of Dentistry. There are some areas in the 2002-2003 College of Dentistry Diversity Plan that need to be clarified and are incomplete (i.e. Part III- Administrative Structure Initiative Section does not provide the name and contact information for the person who can supply information on diversity initiatives for the College of Dentistry).

A list of minority vendors has been provided. The College of Dentistry states that they exceeded the 15% goal of utilizing minority vendors for office and related supplies.

In terms of recruitment and retention, the College's Office of Academic Affairs will meet with the College Diversity Committee to determine what additional activities would be appropriate for the support of women or minority faculty.

Overall, the College of Dentistry is enacting much of its diversity initiatives. However, the Council on Diversity felt that the 2002-2003 College of Dentistry's Diversity Report needs to have concrete examples in its document as much of its narrative was generalized. Their receipt of a grant from the Robert Wood Johnson Foundation will help address the recruitment of under-represented minority students in the College of Dentistry.

Recommendations

- Although the College of Dentistry states a commitment for diversity, more specific details need to be provided so that the College of Dentistry can be fully recognized for its efforts. For example, the 2002-2003 Diversity Plan states that a climate survey has been completed for students but there is no information on the results of this report.
- More specific efforts addressing GLBT needs to be addressed.
- There needs to be more consistent data reporting and interpretation. The Council of Diversity is pleased that the College of Dentistry recognizes the need to diversify its Diversity Committee by the addition of a white male and student representative to its committee.

Noteworthy Initiative

The receipt of a grant from the Robert Wood Johnson Foundation will aid in the recruitment of under-represented minority students for the College.

College of Pharmacy

Narrative Overview

The College of Pharmacy is currently comprised of 36 tenured/tenure track faculty; 6 lecturers, adjunct clinical and visiting staff; 89 graduate students; 380 professional students, 180 undergraduate students; and 102 non-instructional staff. The College has had a history of supporting diversity since 1897 as documented in its 2002-2003 Diversity Plan.

Analysis of the 2002-2003 diversity plan strongly documents the College of Pharmacy's commitment and dedication to the OSU Diversity Plan. In terms of faculty, 29.5% are minority and 22.7% are female. In terms of lecturers, adjunct, clinical, and visiting staff, 33.33% are minority and 83.3% are female. In terms of graduate students, 8.99% are minority, 55.1% are international, and 47.2% are female. In terms of professional students, 19.4% are minority, 3.7% are international, and 63.90% are female. In terms of undergraduate students, 20% are minority, 2.7% are international and 62.0% are female. In terms of non-instructional staff, 30.39% are minority and 63.73% female. The College of Pharmacy's diversity statistics reveal that approximately 20% of the undergraduate and graduate-professional students are from minority populations and 10% of their graduate-research programs are composed of non-foreign minority students. The College's composition compares favorably with University demographics. Approximately 22.7% of the College's regular and regular clinical faculty are female which is below the national demographic profile for colleges of pharmacy (37%). The college does have a relatively high percentage of minority faculty (29.5%) and recognizes the lack of African-American faculty as an important issue. In the last 6 years, the College has exhibited the highest percentage of minority faculty and non-instructional staff among the health science colleges.

The College of Pharmacy has had a history of supporting diversity and has had a Dean's Advisory Committee on Diversity since 1988. The College has also sponsored a student chapter of the National Pharmaceutical Association, an educational service association of minority students who are concerned about pharmacy and health care-related issues and the lack of minority representation in pharmacy and the other health-related professions.

The College of Pharmacy has recognized that its purchase from minority vendors has been less than 5% but has made sincere efforts to try to increase its purchases to 5% in FY 2003.

The College of Pharmacy has made an effort to recruit and retain women and minority personnel.

The College of Pharmacy is in the process of developing a climate survey for GLBT issues in its College and this assessment will also be a component of their upcoming self-study for accreditation.

Overall, the College of Pharmacy has demonstrated a strong commitment to the OSU Diversity Plan and has been proactive in maintaining a diverse environment for staff and students.

Recommendations

- The College of Pharmacy's 2002-2003 Diversity Plan is very candid in evaluating their strengths and weaknesses. The College recognizes their present weakness of needing to recruit African American faculty, diversify graduate-research African-American programs, and diversification of College leadership. In addition, the recruitment of African American, Hispanic, and Native American-faculty staff and students will need to be addressed.
- The College also recognizes their need to evaluate the climate within their College. The College of Pharmacy's 2002-2003 report indicated that they were disappointed that the

OSU Council on Diversity did not recognize the College of Pharmacy's accomplishments in the 2001-2002 Diversity Plan and have provided specific details.

- The College's 2002-2003 Diversity Plan clearly demonstrates the diverse activities/plans of the College of Pharmacy and their commitment to diversity. The Council recommends that the College continue to implement, monitor, and evaluate their Diversity Plan.

Noteworthy Initiatives

- The College of Pharmacy's commitment to diversifying its student population is evident through such programs as their sponsorship of a student National Pharmaceutical Association chapter.
- The College of Pharmacy should be commended for documenting its accomplishments and by proactively addressing its current areas of improvements. The Council of Diversity would like to commend the College of Pharmacy for their candid, well-written, and well-documented 2002-2003 diversity plan.

College of Optometry

Narrative Overview:

The College of Optometry Diversity Enhancement Committee developed the College of Optometry report this year. The report is a description of the unit's effort to collect diversity data, describe its ongoing diversity programming, and to address the significant issue relating to GLBT populations in the College noted by the Diversity Council last year.

Analysis of the 2002-2003 data reported in the plan reveals alarmingly small numbers of minority students and faculty in the College of Optometry. For example, the reported 219 students in the College included 4 African American students, no Hispanic students, no Native American students, 6 Non-resident Alien students, and 17 Asian students. 87.3% of the professional students and 46.2% of the graduate students were White. It is shocking and totally unacceptable that only seventeen (17) African American students have graduated from the OSU optometry program since the program began in 1914 (page 19)! The unit leadership as reported was also alarmingly narrow. In a total of 6 individuals in leadership positions in the College, there were 5 White males and one female Endowed Chair/Professor. No members of the unit's leadership team or its regular faculty at the Professor, Associate Professor, or Assistant Professor level in the College were African American, Hispanic, Asian, or Native American. Six (6) of the ten (10) regular faculty are women. Two (2) African American female Clinical Assistant Professors were reported as part of five female Regular Clinical Faculty. Staff diversity (clerical, secretarial, paraprofessional, technical service, maintenance) was reported to be higher (71.4% of clerical/secretarial and 84.6% of paraprofessionals were women). No Asian, Native American, or Hispanic staff were reported. Three Asians were listed in the Professional and Graduate Associates categories. No diversity data were presented for GLBT staff. The Council on Diversity calls special attention to these extremely low numbers of individuals from diverse backgrounds.

The Council also takes special interest in the College's response to feedback from last year's diversity report, namely the removal of a statement from the Dean of the College that was extremely offensive to GLBT individuals and to the university's efforts to be inclusive of differences in the OSU community. We believe that removal of the statement was an appropriate action along with the College's subsequent enhanced focus on GLBT issues within the unit. The

HERO workshop, faculty meeting discussion, and proposed Faculty Retreat (March 2003) are appropriate actions illustrating the College's increased commitment to diversity. The activities listed as action steps for the Diversity Enhancement Committee (page 10) are also noteworthy.

Recommendations

Overall, the College of Optometry seems to be on the right track with respect to its diversity goals and activities. However, the College of Optometry needs to:

- increase the number of minorities and females in leadership positions
- seriously increase the number of minority students in the College
- continue its efforts to address GLBT issues
- work to increase the pool of minority optometrists in the U.S. through actions listed in the diversity report (2002-2003)
- lead the charge for needed research on minorities in optometry by working collaboratively with other U.S. institutions to conduct a new study of the number of minorities in optometry in the U.S. (since last one was done in 1970)
- include White men on the unit's Diversity Enhancement Committee
- develop an aggressive recruitment and retention program for both students and staff in the College

Noteworthy Initiatives

The Diversity Enhancement Committee is an excellent opportunity for the College of Optometry to address serious diversity concerns in the unit. The Council looks forward to future diversity reports now that the College has identified a group of key individuals for addressing multiple diversity initiatives through the empowerment of this ongoing diversity committee.

College of Medicine and Public Health

Narrative Overview

The College of Medicine and Public Health is a multi-unit college consisting of an administrative office and at least 29 departments. COM-PH identifies 169 leadership positions, with 28 (17%) held by women, and 12 (7%) held by persons of color. Diversity leadership will be provided by a newly appointed Assistant Dean for Diversity and Cultural Affairs, who also directs the Office for Diversity and Cultural Affairs (ODCA). ODCA has developed mission and vision statements that are consistent with enhancing diversity in the college, but programming is only beginning to get underway.

Data on faculty indicate that COM-PH has 453 regular, 140 clinical and 695 auxiliary faculty for a total of 1288 faculty. Overall, 32% of faculty are women, but women make up only 21% of regular faculty. They are 44% and 37%, respectively, of the clinical and auxiliary faculty. Women are a larger component of graduate associates and staff. Women are 59% of the 174 graduate associates and 73% of the 1266 staff members. Persons of color and "others" make up 19% of faculty who disclose their identity--15% of regular, 15% of clinical, and 24% of auxiliary faculty. The majority of minority faculty are Asian (56%); African Americans make up an additional 16%, Hispanics 9%, American Indians just under 1%, and "others" 18%. About 40% of graduate associates are persons of color or "other," and these too are mostly Asian (78%). Minorities and "others" are 264/1188 (22%) of staff who disclose their racial/ethnic identity,

with 58% of these being Asian, 30% African American, 4% Hispanic, 2% American Indian, and 8% other.

COM-PH lost 65 faculty and 240 staff members during FY02. Females and minorities were large shares of separations (faculty=34% female, 22% minority; staff=73% female, 16% minority) but these were comparable to their representation among the faculty and staff. The college conducts exit interviews with separating faculty, but not staff. Unfortunately, the report does not provide details on the exit interview process or what the interviews reveal. They note only that faculty appear to leave academic medicine or are recruited away.

Regarding students, COM-PH is predominantly female, with 1304/2126 (61%) of students being women. Women predominate among undergraduates (74%) and graduate students (71%), but males are the majority (57%) of professional students. Students of color are a significant minority (451/2080 or 22%) of domestic students. Among these, Asians are the largest group (48%) followed by African Americans (43%), Hispanics (8%), and American Indians (2%). Of note, the bulk of African Americans are in the undergraduate program, while the bulk of Asians are in the professional program.

The College of Medicine makes purchases from 11 minority businesses and Public Health (PH) from 7. COM-PH report target goals for FY03 and FY04 of 12% and 15% and are currently at 6%; Health Sciences is currently over its targets of 15% for FY03 and FY04 at nearly 20%.

The college notes that departments are required to develop a method for attracting women and minority faculty prior to advertising a position; yet, no details are provided on the types of initiatives that are developed or approved. The only specific strategy noted is the appointment of an Affirmative Action Advocate to each search committee, which is required by University rules. It is not clear that even these mandated positions are filled, though as the report indicated, a current goal is to be sure that these assignments occur across all departments. The report does indicate that there has been an increase in hiring of women and minorities, but no data are given on this increase. The college acknowledges that it had no special initiatives related to minority and women staff. However, the office anticipates that ODCA will advise on this matter in the future.

COM-PH indicates the existence of a GLBT medical student organization and notes that the advisor to this group administered a climate assessment survey to first year medical students. Apparently, these data are yet to be analyzed regarding what they reveal about the climate. Thus far, the climate survey has not been administered to other groups.

For reasons that are not specified, COM-PH did not submit a diversity plan last year. However, this year's report outlines goals, and specific initiatives geared to enhancing diversity, and creating a supportive environment for all individuals.

Recommendations

The setting up of an Office for Diversity and Cultural Affairs and the appointment of an Assistant Dean to the direct the office and identifying specific diversity goals are important steps. The committee makes the following recommendations regarding the initiatives and the report:

- The percentages of women in clinical, auxiliary, and graduate associate roles suggest that COM-PH is doing well in the training areas. However, as the College works toward further diversification, it is important to improve the proportion of women among the regular faculty.

- Describe what has been done to address issues raised in the comprehensive study of faculty life.
- Follow-up with plans to continue evaluating the climate for GLBT population, *and broaden* the GLBT climate survey to reach beyond first year medical students.
- Take care to implement the proposed mentoring program for faculty in a way that does not stigmatize minority and women faculty as “second-class” citizens.
- Interview qualified minority faculty and report data on the applicant pool and outcomes of the recruitment process.
- Eliminate (rather than discourage) filling employment opportunities prior to posting jobs, except in approved target of opportunity cases.
- For future diversity reports, it is important to include information on data and programs for individual departments to assess the degree to which activities are being implemented successfully across all college units.
- Follow up with developing an exit interview process for staff. Human Resources is willing to partner/consult with units as they develop their exit interview protocols.

Noteworthy Initiatives

- Setting up an Office for Diversity and Cultural Affairs at the Dean’s level.
- Establishing and continuing to support, with College funds, the MEDPATH post-baccalaureate program for underrepresented minority and disadvantaged students.
- Establishment of Achievement Scholarships for underrepresented minority students and a commitment to improving representation even in the face of Supreme Court challenges.
- Development of a cultural competency curriculum.
- The Research Apprenticeship program aimed at recruiting underrepresented minority high school students to careers in biomedical research and medicine.

REGIONAL CAMPUSES

OSU Lima

Narrative Overview

The Diversity Report of the Regional OSU campus at Lima offers a frank assessment of the contextual setting for pursuing diversity goals. The campus is situated in a small city in a rural, conservative area of the state. The report characterizes the Lima region as having an “anti-intellectual, racist and homophobic strain.” Faculty are met with unusually high teaching loads and limited resources that result in a “narrow band” for prospective faculty recruitment. Analogous problems exist at the A and P staff level where there is a “flat structure” and little room for job advancement. Students, at least until recently, enjoyed only limited curriculum options that often made the Columbus OSU campus or other institutions such as Wright State or Bowling Green more attractive enrollment choices. While we have no basis for disputing this grim portrait of the Lima predicament, it is impossible to read this report without concluding that these constraints have, for the most part, resulted in a non-aggressive and complacent approach to achieving diversity goals, one where it is simply assumed that a strategy of pursuing a generalized enhancement of the attractiveness of the campus for everybody will have spillover

effects for enhancing diversity. This dominant approach to the pursuit of diversity goals at Lima is, at bottom, insufficient.

Data on the 33 tenure track Lima faculty, while not reported by rank, document that 11 are women. None, however, are African American or Hispanic, while a representative number (5) are of Asian, Pacific Islander or Native American ancestry. Adding the 19 part-time visiting faculty and lecturers (75% time or more) does not improve this portrait, resulting in one African American out of 52, no Hispanics and a total of 7 Asian American, Pacific Islander or Native Americans. While 3 of the 4 most recent faculty hires resulted in the appointment of women, the reported pool data documented that of the 226 applications received for this position, only 4 were minorities, none of whom were interviewed. “Advertising broadly” is identified as the primary diversity oriented recruitment strategy and one cannot help but conclude that it is a strategy that is insufficiently aggressive and, simply, not working.

Somewhat similar patterns are revealed among A and P staff, Civil Service and CWA staff, and the student body, with considerably greater gender balance than racial and ethnic diversity on the Lima campus. Thus, of 39 A and P staff, 23 are women, yet only 2 are African American and a total of 3 are minorities. Civil Service and CWA staff are equally divided by gender, but only 2 of 39 such staff members are African American and no other minorities are reported. During the reporting period for this report, the student body grew from 1356 to 1412, with African Americans increasing from 31 (2.3%) to 41 (2.9%), Hispanics increasing from 6 (0.4%) to 14 (1%), and other minorities remaining stable at 17, resulting in a decline from 1.3% to 1.2%. A chart on “unit leadership” presented in the report indicated that of the 24 people characterized in those terms, representing the campus administration, 11 (including the Dean) were women and two were minorities.

During the reporting period 3 faculty and 3 staff members left the campus. These numbers are too small for meaningful systematic analysis and, indeed, the report documents some personal reasons for terminating employment at Lima. Information presented in the report on minority purchasing is somewhat sketchy and anecdotal. In the absence of aggregate data reporting, it is difficult to characterize. Primary responsibility for the pursuit of diversity has rested with a 12 member group made up of the people who attend the weekly senior staff meetings on the campus with 3 of these 12 people retiring. Only recently (Winter 2003) has there been a move, belatedly, to establish a Leadership Committee on Diversity. Diversity programs on the campus are described in sketchy fashion while the assessment of progress in achieving diversity is accomplished in relatively vague generalities. An unsatisfying response is offered regarding GLBT concerns where the narrative, for most part, defers to the difficulties of making progress in a hostile environment.

Recommendations

- The Leadership Committee on Diversity must be an aggressive force for fostering change in the complacent “mind set” towards diversity revealed in this report. It is important that this committee itself be a representative and independent body, not simply a carbon copy of the top heavy overall campus leadership structure that has characterized the diversity “players” on campus to date.
- Educational programming initiatives should be pursued more aggressively for the current campus population of faculty, staff and students. While such programming is currently offered on a limited basis, attendance appears to be both poor and completely optional.

- Explicit attention needs to be placed on recruiting a more diverse faculty, staff and student body through aggressive measure that go well beyond advertising.
- A commitment to utilizing local suppliers should be balanced with the need to increase minority contracting for goods and services.
- The report identifies the small pool of “educated” Hispanics and Blacks as a barrier to Lima’s pursuit of diversity. To the contrary, Lima’s diverse community, including not only a substantial number of Blacks and Hispanics, but of people of Asian and Middle-Eastern heritage as well, should be seen as a potential strength for the pursuit of diversity on campus. Lima’s social diversity should be utilized as a starting point for both campus programming and for targeting potential students more so than is evident in their report.

Noteworthy Initiatives

- A minority recruiter/counselor has been hired (3/02).
- While not accompanied by documentary evidence, it is noted that a positive working relationship has been established with the Bradford Center, a community center serving Lima’s African American community.
- Hiring a female faculty member in Physics and facilitating her ability to pursue her NSF research opportunities.

OSU Mansfield

Narrative Overview

As in last year’s report, it is clear that this “primarily commuter” campus continues to struggle with the issue of developing a diverse environment for students, faculty, and staff. In addition, there is an overall “lack of planning” and coordinated efforts for development of on campus programs and diversity events. The unit provided their own interpretation of data regarding faculty and staff. Written information within the report stated that the main Human Resources Department, located at the Columbus campus, was attached within an Appendix. However, no data was attached in the Appendixes. The unit report delineated the following data:

Forty-one (54.6%) of the 75 faculty are tenured. In addition, 31 (0.7%) of the tenured faculty are male, 3 (0.07%) are Asian-American, 2 (0.05%) are African-American, and 1 (0.02%) faculty is undisclosed. Forty-five point three percent (34) of the faculty are Auxiliary teaching staff, 19 (55.8%) are female, 15 (44.1%) are male, 1 (0.03%) is Asian, and 1 (0.03%) undisclosed. There are 3 female Graduate Teaching Associates (GTA) but no male GTA’s. There are 35 Administrative and Professional individuals with 19 (54.3%) female, 17 (48.6%) male, and only one (0.05%) each of Asian, African, and Hispanic descent. Classified staff number at 56. Out of this number, 30 (53.6%) are male, 26 (46.4%) female, 3 (5.3.6%) are African-American, and 1 (0.02%) of Hispanic descent.

There are 1513 Undergraduate (UG) students. That number is broken down as follows: thirty-five point eight percent (543) are male; 897 (59.3%) females, 71 (0.05%) African-Americans, 18 (0.01%) Asians, 8 (0.005%) American Indians, one (0.005%) Asian, one (0.005%) of Hispanic descent, and 2 (0.001%) are undisclosed. The report states that representation of African-American students is far below the demographic representation of African-American persons in the Mansfield area.

Three (66.7%) female faculty members have left during the last year. In addition, nine (66.7%) female staff left during the last year. None of these persons have been racial or ethnic individuals. The reports states that various types of exit interviews are conducted. The report is unclear as to whether these interviews occurred or who actually conducted them. The report further states:

“Employees leave The Ohio State University at Mansfield for varied reasons, i.e., better pay, upwards career moves, following a spouse in the job market, seeking a higher education degree or attaining a degree, family obligations. Lack of diversity has not been mentioned as a reason for leaving. No climate issues have been identified.”

This unit has no significant racially or ethnically diverse leadership in the 9 available roles. There are only 3 female Program Chairs out of 4 and only 1 female and 1 minority in the Director positions.

There is a “standing Diversity Committee.” However, there is no “direct contact person” nor has there been any actual planning or implementation of diversity initiatives for this campus. The committee has several “charges,” but it is unclear as to the origination of these charges. However, there is a mechanism for selection of committee members.

Continuing, the report states that the OSU Mansfield campus plans to “continue with the present goals of 25% minority participation.” However, there are no attached data to substantiate this data and written statements within the report are vague and/or unclear.

Recruitment of diverse faculty remains a challenge for the unit. Of the 192 applications received, 16 were minorities, and 18 applicants were interviewed. In addition, seven were women, four were minorities. Offers were made to nine including one woman and two minorities. Out of these total numbers, four were hired including one woman and no minorities. However, the report is unclear as to the definition or categorization of what was meant by the term “minority” as it reads:

“Minority status could sometimes be inferred from a name and country where early education took place. Otherwise, we could not ascertain minority status. No one self-identified as a minority and the cards returned to Ohio State’s Office of Human Resources produced virtually no response.”

In addition, there are no specific approaches noted that would support retention of women and minority faculty at this campus setting. In fact, this responsibility appears to rest with the faculty and staff depending “on each individual’s own motivation and their abilities to fulfill their requirements and obligations.” The report also reads that the recruitment of women and minority faculty is contingent upon the fact that the unit “has a good benefit package and our wages are commensurate with the local community” and that they “have a good retention rate among employees.”

The state of the environment and efforts regarding the GLBT campus community are unclear. Apparently there is a GLBT club of 15 members, the “second largest on campus” that meets weekly. However, “it is too soon to measure the success of the new committee.” A “March 2003 program on hate crimes” was planned.

Recommendations

- Commitment on the part of the Administration to the development of a Diversity Committee within the campus.
- Clear delineation of the Diversity Committee members.

- Targeted efforts toward development of community diversity initiatives and programs by the Diversity Committee.
- Measurement of any diversity initiatives and programs.
- Development of a plan for the recruitment and retention of diverse students, faculty, and staff at a campus-wide level.
- Develop outreach to high schools regarding diverse students in order to increase the pool of students for admission to the Mansfield campus.
- The use of words such as “qualified” and “tolerance for issues” need to be avoided within future reports as it indicates a less than positive opinion of persons from racially and ethnically diverse populations.
- Create a planned awareness (e.g., share the information) for planned diversity events across all Mansfield and community areas.

Noteworthy Initiative

- Selected initiatives are occurring at the Mansfield campus, which include: March 2003 hate crimes program, creation of an African-American Student Union, Black history month program, AID-HIV lecture for campus and community members.

OSU Marion

The Ohio State University at Marion is currently comprised of 31 tenured/tenured track faculty (21 male, 10 female); 53 auxiliary faculty (23 male, 30 female); 1 graduate student (female); and 62 non-instructional staff (21 male, 41 female). The faculty/staff race and ethnicity demographics are 85% white/non-Hispanic with 54% female. With a total of 84 faculty members, 1 is African American, 2 are Asian, 3 are Hispanic, 7 undisclosed, and no American Indians. The staff are comprised of 2 African Americans, 1 Asian, 54 white, 5 undisclosed, and no Hispanic and Native Americans. Those in administration reflect a higher percentage of male to female and only 2 are minority. Total promotions did reflect 7 females, 1 faculty, 6 staff and no males. Out of the 7 females promoted, 6 were white, and 1 was undisclosed. The Marion campus states that the campus recognize their race and ethnicity demographics are low and have been engaging in discussions and developing several initiatives. They have developed mentoring systems, professional development opportunities, and a research funding account. The campus is working on several initiatives to increase the hiring pool such as advertising in geographically diverse areas.

The total student population is comprised of 542 males and 848 females for a total of 1390. The race and ethnicity student demographics reveal a primarily white/non-Hispanic population with 23 African Americans; 18 Asians, 1 American Indian, 10 Hispanics, 3 non resident alien, 29 undisclosed and 1306 white. The campus has developed a Diversity Leadership Council composed of campus and community members for the purpose of recruitment, retention and support of minority faculty, staff and students. The report states that the new Delaware Center has increased the enrollment due to its attractiveness to minority students. Specifics are not included to either describe what is attractive specifically to minority students and how that has increased the enrollment.

Regarding the minority vendor list, the campus stated the list was too difficult to navigate due to many abbreviations that required knowledge of purchasing classification. Due to its location, a 60-mile radius from many of the vendors located in Cleveland, Cincinnati, Columbus,

and Dayton area, the campus reports difficulty in obtaining a commitment to serve their campus. They request that the Columbus campus revisit the possibility of hosting the Minority Business/Vendors Fair stating that it helpful because it provided opportunities to connect with potential minority vendors.

The GLBT environment has been an area of campus-wide focus. Marion hosted a diversity forum, appointed a committee to evaluate issues, developed an allies group, and is developing a training program with the help of The Multicultural Center's GLBT office.

The faculty/staff have committed to continually addressing diversity issues, retention, recruitment, and curricula development. The report included global/diversity courses being taught at this time, with a commitment to increase the course offerings at the Marion Campus. They have a Cultural Optimist Club that involves students from various racial, religious and ethnic backgrounds. As goals, the campus would like to expand scholarship programs, increase enrollment, develop partnerships with OMA and the Multicultural Center, and develop relationships with HBCU. Previously, diversity initiatives were led by one person, with support from the Dean and some faculty. A large group of faculty and staff have actively embraced the initiatives planned for 2002-04.

Recommendations

The Marion campus' 2002-2003 Diversity Plan has been open in analyzing strengths and weaknesses. Marion recognizes the need to recruit diverse faculty, staff, and students. They also seem to understand multiple factors that impede their success in this area. Although they state they have initiatives, no specific information is noted.

- Develop specific goals to increase faculty, staff, and student diversity.
- Work with the Columbus' campus Human Resource, Office of Minority Affairs, and Multicultural Center.
- Continue administrative support of the various initiatives that the campus has begun to implement.
- Report specific recruitment and retention action steps and the results.
- Identify local minority vendors and generate a list.

Noteworthy Initiatives

- The Marion campus has developed a Multicultural and Global curriculum.
- A committee of 22 faculty members contributed to identify 35 courses as offering a conceptual and experiential exploration of diversity. The courses were identified due to the inclusiveness of various cultures and ethnic groups and global and perspectives, and gender issues.
- The campus has developed a \$7,500 research set-up fund for the purpose of recruitment and retention of faculty.

OSU Newark

Narrative Overview

Newark is a self-contained regional campus. Thus, the diversity report addresses issues for the entire campus. The report indicates that the Newark campus experiences certain constraints

that affect its ability to recruit and retain faculty and to devote special positions (e.g., Director of Multicultural Affairs) to accomplish diversity goals. The identified constraints include: (1) Newark's setting in a "conservative" community; and (2) limitations on resources, especially for faculty salaries, research opportunities, and administrative positions. The Diversity Council appreciates the constraints, but notes that the content and tone of the report does not indicate that the campus has a strong interest in diversity. In addition, the report itself lacks specificity, making it difficult to determine the extent to which the campus as whole or individual units have developed and implemented significant diversity-related activities. In particular, some issues like degree of faculty and staff diversity are not addressed; descriptions of programs and their outcomes are often broad and general rather than specific; and, there is little discussion of variation across units in their activities and degree of success in developing and implementing goals related to diversity.

Diversity leadership is provided by a Diversity Committee that is co-chaired by the Director of Human Resources and the Dean of Students. However, little is said about the functions of this committee or the remainder of its composition.

The report does not include diversity statistics for faculty. It indicates that the campus does not have trouble attracting women faculty, and indeed, this year two women (of four) faculty were recruited. Newark advertised its positions widely, resulting in 48 minority applicants for 8 positions; one minority scholar was interviewed and offered a faculty position. However, the campus was not successful in recruiting him/her, apparently because of the inability to make a competitive offer (or counteroffer). Notably, the campus is developing start-up packages for new faculty to address the issue of resources for research. Despite last year's council recommendation that Newark develop a program geared to retaining women faculty, the campus sees its faculty retention problems as general rather than particular to females. Thus, they are examining two important areas relative to faculty retention: the faculty course load vis-à-vis research demands, and faculty compensation with an emphasis on providing more competitive salaries to make the campus more attractive.

To assist with diversifying its staff, Newark has established relations with the local chapter of the NAACP and seeks referrals from existing minority staff. Using these mechanisms, they were successful in recruiting an African American female as Coordinator of Community Service and Service Learning. Newark indicates that it does not experience problems in retaining women and minority staff. However, this Council is not able to confirm this point since the diversity statistics for staff are not included, and therefore, cannot be compared with the separations data, which is included in the report.

Newark reports a number of steps that it is taking to improve the environment for GLBT populations, including: (1) designating the Student Affairs area as a "safe" area; (2) training senior administrators to promote an open environment; (3) supporting the activities of a newly formed organization, Directions, oriented to supporting the gay community on campus; and (4) developing a workplace-violence program that includes a component on "tolerance" of this group. As with other aspects of the report, it is not always clear what form specific activities are taking. For example, it is not clear how the Student Affairs area provides a safe space for GLBT groups.

Although females are well-represented among the student population, the student body is not very diverse in racial and ethnic terms. Newark has a total of 2,023 undergraduate students. Over half are female (58%) and 91% are white. Students of color constitute 7% (143) of undergraduates. Among these, African Americans are the largest group with 73 students,

followed by Asians (33), American Indians (16) and Hispanics (15). Newark has 206 graduate students. This population is largely female (87%) and white (88%). There are 19 graduate students of color and 15 of these are African American. There are two American Indians, two Hispanics, and no Asian background graduate students.

Recommendations

- Newark should signal its commitment to diversity by making a clear statement of the degree to which it is interested in having greater diversity and an open climate on campus and by developing more systematic plans related to achieving the stated goals.
- Continue to assess the problem and develop necessary programs to better situate the campus to retain faculty, especially women and faculty of color.
- Take steps to improve the likelihood of getting more competitive faculty applications from scholars of color. A process that yields only one of 48 minority applicants worthy of interviewing must be evaluated and rectified.
- Continue to take steps to improve the environment for the GLBT population. In so doing, your workplace-violence training and other programs should go beyond the goal of “tolerance” to appreciation.
- Although the task of identifying minority businesses may be complicated by the fact that the campus is a self-contained unit, it is still necessary to provide a clear idea of the range of businesses used, and the share of purchases that is from minority businesses.
- It is imperative that Newark improve the quality of the diversity reports that it develops. The report needs to be more thorough; descriptions of initiatives should be concrete; and, assessments of progress should be provided for the campus overall and for sub-units within the campus.

Noteworthy Initiatives

- Establishing a Diversity Committee with leadership at the highest levels of administration provides an opportunity for the campus to address serious diversity concerns.
- Training of senior staff to promote an open environment for GLBT populations is an important step.
- Investing financial resources in activities to: draw attention to courses related to diversity, improve awareness of diversity, and support participation in programs that teach about diverse groups. This investment resulted in the formation of a number of student groups that facilitate diversity goals: the International Multicultural Association, the Universal Rights Association, and a branch of the NAACP.

VICE PRESIDENTIAL UNITS

Office of Research

Narrative Overview

Office of Research is composed of an Administration office on main campus and sixteen Research Facilities all over the regional and extension centers in Ohio. Faculty and staff data reported for April 2002 revealed the total employee number of 431, female 223, and male 208. There are 6 females and 0 minority in the 24 leadership positions in this unit. Demographic data

presented are: Professor (1, white male), GRA (25 male, 14 female, 1 African American), GAA (1 Asian male), Executive/Administrative (26 male, 14 female, 1 American Indian), Professional (110 male, 109 female), Clerical/ Secretarial (8 male, 51 female), Paraprofessional/ Technical (37 male, 34 female), and Service/ Maintenance (1 white female). Racial/ethnic data are presented as follows: Research Graduate Associates (Asian 59%, white 20.5%, other 17.9%, African American 2.6%), Executive/ Administrative (white 92.5%, American Indian 2.5%), Professional (white 76.6%, undisclosed 9.6%, Asian 6.8%, African American 5%, Hispanic 1.4%, other 0.5%), Clerical/ Secretarial (white 81.4%, African American 10.2%, undisclosed 8.5%), and Paraprofessional/ Technical (white 60.6%, African American 29.6%, undisclosed 4.2%, Asian 2.8%, Hispanic 1.4%, other 1.4%).

It is reported the Senior Associate Vice President, Thomas Rosol, is assuming the responsibility of leading the Diversity initiatives for the Administrative Office of Research. All research facilities have a designated contact person(s) for diversity initiatives. In one of the departments, the Ohio Supercomputer Center (OSC)/OARnet, the Diversity Committee was established in January 2002 and “drafted objectives that mirror those in the University Diversity Action Plan.” In regard to minority business development, only eight out of 17 departments report minimum numbers of minority vendors used in the past two years. The Office of Research Administrative unit reports their target goal will be 5% in FY03 and FY04 “because their total purchasing needs are limited.” There are no responses to the question about the specific actions taken for retention of women and minority faculty. For recruitment of women and minority staff, OSC/OAR seems to be the only unit that advertised their vacant positions in minority publications and journals. Many general comments are reported about the unit’s affirmative action position. Flexible schedules, “open and friendly environment,” “providing and promoting respect in the workplace,” continuing training and skill advancement, promotion within, Diversity Committee educational activities, and discussion about women and minority issues are listed as specific actions taken to retain women and minority staff. For GLBT population, “a few departments responded that this was not an issue, or not to be of importance in their workplace.” The Diversity Committee sponsored a GLBT presentation, coordinated a GLBT lobby display and met with Brett Beemyn of GLBT Student Services. They report lack of incident reports and increased self-identification in the workplace as their measurement of the success in this area. The report cites their barriers to recruit and retain minorities are: not many minorities in the sciences, not many role models for minorities in the sciences, lack of interest and apathy of some staff, classified civil service policies, etc. There seems to be inconsistencies among 17 departments regarding individual diversity interests and initiatives. They also stated that the March 2002 Workplace Diversity Climate Survey is being analyzed for the future diversity initiative.

Recommendations

The Office of Research and some of its departments are reporting some initiatives towards its diversity goals. However the Office of Research needs to:

- Build on CLEAR project to increase the minority representations in the sciences;
- Seriously increase the efforts in minority business development;
- Develop and implement programs that go beyond the languages of “sexual preference,” and “tolerance of differences”;
- Address the lack of interest and apathy among staff regarding diversity programs and initiatives;
- Lead the charge for hiring minorities and women for leadership positions;

- Establish funding programs for underrepresented groups in the sciences;
- Evaluate the lack of outcome of the search in order to maximize the underrepresented / diversity hire;
- Utilize resources to support the opportunities to stimulate minority research and diversity initiatives;
- Develop a specific action plan for retention of women and minority faculty;
- Conduct an aggressive search and secure a diversity hire for a new VP position;
- Include the Diversity Climate Survey procedure and results for the report; and
- Evaluate and develop accountability measures for varying degrees of diversity initiative among the departments.

Noteworthy Initiatives

- There was the May 2002 panel presentation: “The value of diversity in a research work environment: Overcoming challenges,” by the Office of Research where 60 people attended.
- All the Research Foundation employees and some staff from ULAT and OSC/OARnet participated in a full-day diversity/sensitivity training workshop developed and facilitated by the Foundation’s staff.
- There seems to be institutional support for CMR staff to attend all of the President’s Diversity Lecture Series events.
- The Center for Lake Erie Research and Stone Laboratory (CLEAR) recruits minority students for its programs through the OMA and Columbus City Schools.
- CLEAR were successful in hiring three female faculty members.
- The Office of Research financially supports diversity hires and start-up and retention packages for faculty.

Office of Student Affairs

Narrative Overview

The Office of Student Affairs is a multi-unit office consisting of about 33 separate units (from Web Page). The Office reports 130 leadership positions, including eight Vice Presidential (VP) positions. Of these, one assistant VP is a minority and two assistant VPs are women. The 122 remaining leadership positions are directors and/or administrative officers (at pay range 64 or higher). Among these, 40% of the positions are held by women and 16% (about 20 offices) by minorities. OSA was not requested to indicate the specific race/ethnic breakdown of their minority staff leaders. Statistics on the race/ethnic and gender distribution of *line* staff and students did not accompany the report, and so are not here. Data provided in the report on separations indicate that there is considerable turnover (not unexpectedly) in Residence Hall Directors and Food Service and Housekeeping positions, with women and minorities accounting for a large share of these. Minorities seem to be overrepresented in separations, but these are disproportionately in food service and housekeeping positions.

Diversity leadership is provided by OSA’s Diversity Council which consists of 24 representatives of Student Affairs units. Currently, the Council is co-chaired by the Director of the Multicultural Center and the Associate VP for Planning and Student Development. In

addition, VPs and Directors are held accountable for diversity goals in their performance reviews. Of note, OSA's diversity mission incorporates persons with disabilities, and Appalachian and Arab American populations, along with women, people of color, and GLBT populations.

Overall, OSA has articulated clear goals regarding diversity and has put in place numerous activities and programs designed to facilitate achieving these goals. The unit should be applauded for (1) the number and kinds of activities that have been put in place, and (2) their apparent follow-through on recommended action steps taken to enhance diversity and create a welcoming environment for staff and students. However, it is important to note that having numerous diversity programs is facilitated by the fact that the Multicultural Center has diversity enrichment for OSA and the University as its specific agenda. However, other units of OSA do not focus equally on diversity. For these units, the report is much less clear about how diverse they are, and how well they are doing in articulating and achieving diversity goals.

Regarding other specific issues, OSA utilizes 28 separate "minority" vendors. This list includes GLBT, women, and Asian-Pacific vendors that are used by the Multicultural Center, but which may not be reflected in how the university's defines minority vendors. In FY02, 19% of construction-related project services were purchased from minority vendors. The Office is currently under the 15% guideline in commodity purchases from minority vendors, but believes that there are opportunities to improve in this category. Tracking of purchases is done by OSA's Business Services Office. Some purchases from minority vendors are credited to central purchases rather than OSA.

The Office reports using a wide range of strategies to recruit and retain women and minority staff. They provide specific examples of approaches used by Facilities Administration (e.g., creating internships opportunities for minority and female staff interested in learning a skilled trade), and Housing and Residence Education (e.g., sending letters to all eligible minority students living in a residence hall to assure diversity in the pool of resident adviser applicants). These types of approaches are said to be representative, but in fact, no specifics are given for other units in OSA.

The report indicates that OSA has a long history of providing a supportive environment for GLBT staff and students. Members of these groups hold leadership roles within OSA, and a variety of specific initiatives have been undertaken to make the climate welcoming for this group. Examples include: securing a major gift to fund scholarships for GLBT students; making educational materials GLBT friendly; advocating for partner benefits for gay and lesbian students; and covering GLBT issues in the RA training class. The environment for GLBT populations is measured in different ways in different departments—surveys, focus groups, conversations with self-identified GLBT staff, monitoring harassment. OSA also regularly conducts a broad climate survey.

Recommendations

- While it is clear that OSA takes diversity very seriously, it is less clear how well specific departments (excluding the Multicultural Center, for example) have done in developing and retaining a diverse staff and in encouraging a welcoming environment for everyone. The report gives examples of things being done in "some" or "many" units, but does not evaluate the success of individual units. *It is recommended that future reports give more attention to assessing the progress of units whose general mission for the OSA is activities not specifically devoted to diversity.*

- The Office notes a number of internal barriers that hinder diversity efforts in some departments, including non-competitive salaries, flat organizational structures and small staffs, reliance on volunteers, and segregation by race of staff. OSA should consider steps to remedy some of these problems e.g., offering competitive salaries, offering opportunities for advancement *across* as well as within units.
- Similarly, it is noted that perceived and real questions regarding Columbus' climate and culture is a barrier for some persons of color. Since other units also face this issue, the Diversity Council is making a general recommendation that university offices, including OSA, work together to develop strategies for communicating to prospective employees and students the nature of the diversity of the Columbus community and the broad array of cultural opportunities available here.

Noteworthy Initiatives

As indicated, OSA has detailed long lists of the initiatives that its units, especially the Multicultural Center, have undertaken to achieve its diversity goals. Many of these seem very promising. The following are among the most noteworthy.

- Development of a diversity enrichment grants program.
- Implementation of the National Coalition Building Institute's prejudice reduction education programs for staff, faculty, and students, including effectuation of VP Diversity Retreats for student leaders.
- The assessment of the African American male student experience and collaboration with OMA to develop intervention strategies to increase retention and graduation for this group.
- Expansion of ethnic food offerings in dining commons and food outlets.
- Support and coordination of the ColumbusReads Program
- Cooperation in developing a Native American Studies Major and Minor.

Office of University Development

Narrative Overview

University Development is under the direction of the Vice President for Development and the President of the Ohio State University Foundation. The Unit structure is quite intricate with 1 Associate Vice President, 3 Assistant Vice President and 68 Directors. According to the staff data from April 2002, there are 152 employees: 44 male and 108 female.

Analysis of the 2002-2003 demographic data reported in the plan reveals alarmingly small numbers of racial / ethnic minority staff in the University Development. For example, for every staff category, the reported data included: Executive/ Administrative (white 85.1%, African American 6%, American Indian 1.5%, Hispanic 1.5%, other 3%, undisclosed 3%) totaling 6 non-white staff out of 67, Professional (white 93.5%, American Indian 3.2%, other 3.2%) with one American Indian professional staff, Clerical/ Secretarial (white 81.6%, undisclosed 4.1%, Asian 2%, Hispanic 2%, other 2%) with one Asian, one Hispanic staff, Paraprofessional/ Technical (white 100%). In addition, the report presents the demographic data of the Foundation Board of Directors (51 members, 13 female, 2 minority), President Club Advisory Board (10 members, 4 female, 1 minority), Regional Major Gift Committees (219 members, 49 female, 9 minority). These data do not seem to substantiate their claim of their "diverse pool of volunteer committees and Foundation Board."

The report states that the unit has established a diversity committee that consists of both classified and unclassified staff. The goals established for this committee were: (1) to review and modify the current diversity plan, and (2) to incorporate diversity into their workplace. Regarding the minority business development, they report specific steps to achieve 15% goal. The report also indicates weekly informational interviews are conducted by Associate and Assistant Vice Presidents to create a diverse pool for positions. Minority staff are encouraged to initiate this process. University Development describes (1) flextime and (2) opportunities for professional development / training seminars as actions to retain their women and minority staff. In responding to the GLBT populations in the unit, it is noted, “last year’s report was incorrect.” The unit reports that the “don’t ask, don’t tell” atmosphere is not true.” The report cites the results of informal interviews that “this population as a whole...enjoys the working environment in University Development.” It is reported the lack of domestic partnership benefits is a detriment to the university as a whole. They acknowledge their strengths to be their recruitment and retention of females and barriers to their professional staff being located across campus. They are planning to take advantage of: database information to track minority population, a diverse volunteer network across the country, and a new office that is a morale raiser for staff. In addition, they state that their commitment to diversity is demonstrated through (1) the publications that support diversity; (2) diverse pool of volunteer committees and Foundation Board; (3) vice president’s encouragement of attending the diversity lecture series; (4) staff’s understanding of the importance of diversity because they bring new candidates to meet with lead-hiring administrators. The report seems to emphasize their efforts for their recruitment and retention of ethnic minority and female volunteers in their fund-raising programs to create more diverse pool of funding prospects. They cite the projects to identify and involve minority alumni and to cultivate relationship with OMA.

Recommendations

Overall, University Development seems to present some efforts with respect to its diversity goals. However, University Development needs to:

- Increase the number of minorities in leadership and professional staff positions
- Invest seriously in specific recruitment and retention strategies for minorities beyond the customary recruitment package, general work and family issues discussion, flextime, and professional development opportunities
- Continue efforts to address GLBT climate issues
- Develop an aggressive recruitment and retention program for more diverse staff, volunteer committees and Boards.
- Secure diverse pool by utilizing ethnic / minority specific resources to maximize weekly informal interviews
- Establish funding programs to generate and to reward diversity initiatives

Noteworthy Initiatives:

The report seems to indicate the unit’s commitment for gender equality issues. The unit also has specific steps toward 15% minority business development goal.

Office of University Relations

No report submitted for 2002-03.

Office of Business and Finance

Narrative overview

The Office of Business and Finance 4/2002 diversity data indicates that this unit has 1,798 employees; however, 18% of the employees reported in this unit are in fact employees in Athletics. The Diversity Report for this unit covers only Business and Finance and its 1,476 employees. The employees are clustered into service/maintenance, skilled crafts and professional positions, each representing very different work forces with potentially different subcultures and needs. Women are well represented in the professional and executive levels of the organization while significantly underrepresented in skilled trades. There is specific evidence of the unit's commitment to recruiting women and minorities during the last year. For example, the two open senior level positions identified in last year's diversity report have been filled with a woman and an Asian male.

In order to remain committed to diversity, a large unit must focus on systematic means to assure that goals can be achieved. Business and Finance has implemented systematic feedback and accountability measures throughout the organization that should support their goals, while assuring that accountability occurs at the unit level. For example, broad organizational diversity goals are set each fiscal year. Area goals are then established allowing for the goals to reflect the needs of the work force in that area. Each assistant vice president is responsible for leading the diversity effort within their area. A diversity component is included as part of the annual evaluation process for all managers.

Recommendations

- Consider ways to increase the number of Hispanic employees, a growing population in this geographical area.
- Continue to implement the systematic approaches to gather feedback and use feedback to improve the diversity effort in the units.
- Continue to explore ways to increase participation rates for exit interviews.

Noteworthy Initiatives

There were several noteworthy initiatives that could be replicated in other University units especially as units explore ways to "grow" their own employees during this time of economic down turn:

- Hiring minority students so that they can become familiar with the office and potential employment opportunities
- Restructuring positions to create new entry level positions in order to build the pool internally
- Including a diversity component in annual managers evaluations
- Creating training programs designed to meet the needs of individual units

OFFICE OF ACADEMIC AFFAIRS UNITS

University Libraries

Narrative Overview

As a unit, University Libraries is trying to be a world-class library system in a climate of severe budget cuts. The unit has done very little recruiting and has lost five faculty and twenty staff persons from July 1, 2001 – June 20, 2002. Although 83% of the faculty departures and 50% of the staff departures were women, the library system still maintains a strong presence of women due to the profession's historical employment of large percentages of women. Recruiting and retaining minority GAAs, faculty, and staff remain a challenge. The Director of the Libraries leads the effort for diversity, an effort that includes the continuing work of the Libraries' Diversity Committee, the purchase of good and services from a number of minority vendors, flexible work schedules, and a strategic plan that includes the University's diversity goals.

Recommendations

The library system needs to capitalize as much as possible on its Diversity Resident program and its joint Minority fellowship with Kent State. The unit should also explain what it means by its effort to "reduce classism." If the unit can articulate the relationship between classism and its efforts to recruit minority students and faculty, it may help in its overall diversity initiatives.

Noteworthy Initiatives:

- The Library system has recruited and appointed thirteen minority candidates over as many years by providing two years of professional experience for each of the new minority librarians entering the profession. The Resident Program has a Web page and is a national model.
- The Library system offers a joint minority fellowship with Kent State University.
- The University Libraries' web site has a diversity page.

Office of the Chief Information Officer

Narrative Overview

Due to retirements and market issues, the Office of the Chief Information Officer continues to have problems with employee retention. Twenty-four staff members left the unit from July 1, 2002 through June 30, 2002. Of this number, 25% percent were female and 12.5% were ethnic/racial minorities. A strength not seen in most of the other reports is that during the 1st Quarter of 2003, the unit purchased 26.9% (\$2,005,768.34) of its supply goods and services from minority vendors. Clearly, if the unit had a formal system in place for such purchasing, it could be at the forefront of the University in this area. The unit seems to have concentrated its "Action Steps" in the areas of career planning and professional development. It has completed a commendable work hour policy and continues to offer its own management training program, as well as taking advantage of employee advancement workshops offered by Human Resources.

Recommendations

The two areas that the unit lists as not having taken any specific or targeted actions are with the environment for GLBT populations and the recruiting of women and minority staff.

Although the work that the unit does for staff flex time will help all groups, it should, nevertheless, target some of its efforts to minority and marginalized groups.

For each of the unit's goals, it should report what action step it is taking to meet the goal. A more thorough report with more specificity will help in assessing the unit's progress.

Noteworthy Initiative:

- The unit has purchased as much as 26.9% of its quarterly supplies and services from minority vendors.

Office of International Affairs

Narrative Overview:

The report stated that the Office of Human Resources would provide the 2002-2003 demographics report by October 30, 2003. The summary of the domestic faculty and staff that left from July 1, 2001 through June 30, 2002 included 5 employees, whom 60% and 20% were female and ethnic/racial minority, respectively. No exit interviews were conducted for the employees who departed. The motives for departure included relocation, OSU promotion, two spousal transfers, and incompatibility with changed job responsibilities.

The recruitment and retention of women and minorities in leadership and staff positions within OIA and its affiliated area studies units has increased by 10% since last year's summary statistics. This can be credited to OIA's efforts to work closely with University Human Resource in the production of personnel issues. The 2001-2002 data indicates an increase in the number of women and minority on staff. In order to promote the interests of GLBT community, there has been frequent cooperation with the Multicultural Center and its constituent units. The pool of candidates for director appointments within OIA usually include female faculty. The unit leadership report indicates a fair percentage of women in leadership roles. However, there are a low percentage of minority females in leadership roles. It was disappointing to see that the charts included in OIA's report indicated that there has been no progress made from 2001 to 2002 in the area of staff academic leadership. White males continue to make up 100% of the staff's academic leadership. In order to address the implementation the University's diversity plan, an ad hoc administrative committee has been organized and charged with making recommendations to the Associate Provost. OIA has utilized two minority vendors, Clara I. Brown Interiors and Britt Business Systems.

Recommendations

- There has been an increase in the number of white female, minority female, and minority males. However, the increase in minority women can be improved.
- The University Diversity Council commends OIA for taking the initiatives to work with OIE and Mereson to help increase the representation of minorities and females and the recruitment of first year students to OIA scholar program. The report notes that the initiatives are on-going yet did not indicate the progress made on these initiatives.
- Although the Council has previous evidence that OIA is very committed to diversity, this year's report was not as clearly and comprehensively written as last year's. We saw little evidence of the diversity that the unit claims. For example, the report speaks of the "inherent appeal" that the unit has for diverse populations. Except for data on leadership, the statistics do not give evidence of "inherent appeal."

- No progress has been made in the area of staff academic leadership from 2001-2002. White males continue to make up 100% of the staff's academic leadership.
- This year's report states that there were no recommendations made by the Council to OIA for 2001-2002. This is not so. The Council commented that OIA lacks concrete steps for achieving its goals. In this year's report, for example, the unit does not list any steps for measuring its efforts with GLBT populations.

Noteworthy Initiatives

- A 10% increase occurred since last year among the staff positions at the level of assistant director and above for white females, minority females, or minority males.
- The development of an ad hoc administrative committee responsible for making recommendations to the Associate Provost to address the implementation of the University's diversity plan.

Office of Minority Affairs

Overview

The Office of Minority Affairs is without question the leading administrative office on campus for its focus on and support of issues related to minority populations. The unit is not responsible for direct instruction, but it does sponsor a wide array of programs and initiatives dedicated almost solely to relevant topics for the entire university community that are of particular concern to minority students, faculty and staff. For example, OMA is deeply involved in the recruitment and mentoring of minority students, the recruitment of minority faculty and providing support to departments in faculty searches, sponsoring of workshops and seminars, writing grants, and providing diversity leadership throughout the university.

The leadership of OMA includes 13 individuals serving in positions from Director to Vice Provost. Of these, nearly half (6) are women, and all but 1 (92.3%) are minority individuals. While the report from OMA did not include SERRS data for staff in original table format, it did provide graphs that indicate out of 73 total staff members, 78% are African American, 12% are Hispanic American, and 10% are Caucasian American. The graph detailing gender divisions lists 75 staff members; 64% are female. It is not clear from the data provided whether the office leadership is included in these staff totals, but incorporating race and gender delineations would not change the picture significantly.

Like colleges that break out percentages of students enrolled, OMA provided data about the make-up of the students they directly serve. The total number of all OMA funded students, 3,873 as reported here, includes those who are currently enrolled and prospective students in the Young Scholars Program. Of 1,320 students included in the Minority Scholarship Program, 45% are African American, 34 % are Asian American, 18% are Hispanic American, and 3% are Native American. (1 Caucasian and 3 "others" are also involved in this program.) Among the 312 Collegiate Young Scholars served, 86% are African American and 8% are Hispanic; the remaining 6% are spread among Asian, Caucasian, Native American and "other" students. The gender divisions include two females for every male in this group. Similar statistics prevail for Pre-Collegiate Young Scholars where 90% of the total 670 young people is either African American or Hispanic, and females outnumber males by a margin of 63% to 37%.

During the past year, OMA has distinguished itself for its concentrated effort to enhance the role of Hispanic American leadership for the Latino/Latina programs within the office. Accordingly, two

high-level Latino administrators were hired, one as Assistant Vice-Provost and one as director of OMA Recruitment Services. While specific data relative to recruitment, interviewing, and hiring were not submitted, the addition of Hispanic American staff to assist in leading the office represents a new ethnicity mix at the upper administrative levels.

Two other areas of accomplishment stand out for OMA: one is their initiative in securing a \$1.5 million grant over three years to provide a special program for the college-aged children of seasonal migrant workers in Ohio. A second is the strong assistance the office has provided university departments in recruiting and maintaining minority faculty. Specific colleges helped by OMA efforts include Human Ecology, Dentistry, Medicine, and the School of Journalism and Communication.

During this report period, OMA hired an outside consultant to review the work climate in the unit. The consultant met individually with all staff members, and while an extensive report on strengths and weaknesses was issued, no specific GLBT concerns were raised during any of the confidential interviews. In response to last year's Diversity recommendations, OMA reports that a survey instrument related to GLBT climate concerns was to have been administered in February, 2003.

The unit does well in its patronage of minority businesses, reporting an overall purchase figure of 25% of purchases from outside minority vendors.

RECOMMENDATIONS:

- The Office of Minority affairs reports that discussions are underway to enhance services for Native American students and Asian/Pacific islander students. These efforts should continue with resolve.
- Original data sets should be included in future reports, and the report should be paginated.
- A more comprehensive exit interview process could provide useful information.
- Develop a report that describes the various programs of OMA, including a list of activities with evaluations for each of the programs. For example, this report should have included some discussion of services for Appalachian students.
- Place renewed efforts on the recruitment and retention of male students, particularly through the Young Scholars Program; initiatives to bring more African American men into the OSU community deserve special emphasis.

NOTEWORTHY INITIATIVES:

- The recruitment of visible Hispanic leadership for the office.
- The securing of a large grant to serve migrant families.
- Providing workshops about on-going professional staff development that serve both OSU and other professionals from the state of Ohio.
- Reaching out to the middle and high school young people in Ohio through the Young Scholars Program and continuing the support of these students when they enroll at OSU.

The Multicultural Center

Narrative Overview

The Multicultural center has diversity as one of its core values. Its structure and mission support and spearhead diversity initiatives and programs for the University. The unit is comprised of directors, coordinators, graduate assistants and support staff who are charged to develop diversity advocacy, retention initiatives educational presentations, research, curriculum development, and classroom support. No demographic information is included so a gender breakdown is not possible.

Due to the nature of this unit, demographic information will not include Faculty members. Although they had two separations in the last academic year, information is presented for only one individual. The separation did not appear to be related to work environment issues.

It is difficult to draw conclusions on minority purchases. They are no longer using the minority vendors presented in the document and the unit appears to have a broader definition of Minority Vendors (Asian-Pacific, GLBT and Women vendors) that are not registered as a “state certified minority vendor”. One staff person is now responsible for tracking minority purchases through the P-Card.

It appears their staff (including faculty and outside staff), actively participates in the search process for open positions, but no specific references to their activities are mentioned.

Most of the available positions are professional entry level positions which may account for the high turn over rate they experience.

The Multicultural center houses the GLBT Student Services Office. To address GLBT issues they have established an educational program for staff and students and they reinforce positive modeling behavior.

The Center recognizes the importance of collaborating with other departments in order to pursue their goals on diversity. They also recognize the difficulties they may face, such as some strong resistance from faculty, staff, and students to the creation of the Multicultural Center.

The Multicultural center has addressed last year’s recommendations from the Diversity Council.

Recommendations

- The report should include specific demographic information addressing its constituency.
- The Multicultural Center should include information to support their participation in Minority purchases.
- This report should include a broader account of The Multicultural Center’s involvement in the University as well as the Community at large.

Noteworthy initiatives

- A “safe room” was created for all student entities to gather in a familial environment.
- They established a system to track minority purchases when using the P-card
- They created The Migration Stories Program
- The safe sane and sexy program will be adapted to represent other underrepresented minority groups.

Other noteworthy initiatives have been included in the Office of Student Affairs report, and include:

- The center has had a history of collaborating with other departments throughout the university, to develop course offerings and fund diversity oriented programs.
- They contribute and support aspects of the Diversity speaker program.

- The center has developed four courses for the First Year Success series, addressing racial, as well as other culturally relevant issues.
- They actively participate in the selection process for the Minority Scholars program.
- The Center has developed Leadership programs that bridge Academic and Student Affairs units such as the BOLD Program and the Nationwide Diversity Leadership transcript.
- They developed with The Women's Place and Women's Studies, programs and roundtable meetings addressing current issues in our society.
- The center has also collaborated with the American Indian Center by co-sponsoring several Pow Wows and an Art Exhibition at Fort Hayes.

The Graduate School

Overview

The Graduate School is a small academic administrative unit responsible for overseeing graduate programs and services to enhance graduate enrollment. According to the data provided by the Office of Human Resources, in April 2002, the Graduate School had twenty-one staff members. 57% (12) of the staff was female and of these 12 female staff members, 8 were in clerical positions. Of the 3 leadership positions, the dean was the only female. Of the 21 people in the Graduate School only one person was a minority, an African American who filled a clerical position. In addition, there were 9 GAA positions and of those 66% (6) of the GAAs were female and 2 GAAs were Asian.

The written report provided by the unit was not consistent with the OHR data. The written report lists the hiring of one Latino woman and one Asian American male as specific actions that have been taken to recruit women and minority staff. This female was hired as a director for the graduate enrichment programs and reports directly to the dean. These actions are not reflected in the OHR statistics and may have occurred after the count was done in April 2002.

The Graduate School reports very low turnover of staff. No specific actions were provided to retain women and minority staff, perhaps due to the very stable nature of the staff. While staff turnover may be at a minimum for this office, there was no discussion of recruitment and retention of minority GAAs. In this particular office, the GAA positions should be seen as critical positions to strategically fill in order to reflect the profile of a diverse graduate student population.

Through out the report, basic management practices such as "supervisors are open and receptive to working with staff of any sexual orientation", "recognizing and rewarding successes" "encourage regular meetings" "staff survey" and "interview staff about their goals and perceptions" were identified as ways to create a supportive environment. While these are good practices, they are very general in nature and are not linked to specific steps, outcomes or accountability that would assure positive results.

One of the primary goals of the Graduate School is to recruit, retain and graduate greater numbers of ethnic minority students. The report from this unit listed programs and activities for the year focused on achieving this goal. But these examples and documentation included very limited data on progress for programs such as SROP, STARS, and enrichment fellowships. Thus it was difficult to see the link between these specific programs, the results from each activity and progress on the goal related to students.

Recommendations

- The recruitment and retention of minority GAA students should be a focus in order to enhance the diversity within the Graduate School.
- Data and results from planned surveys and interviews to be implemented with the staff should be tracked and reported in next year's diversity reports.
- With the new position of director of enrichment programs in place, more complete data on programs and outcomes for the graduate students should be expected.

Noteworthy Initiatives

- Hiring a person to be responsible for the enrichment programs and having the person report directly to the dean.

Office of Undergraduate Studies

Narrative Overview:

This is a huge unit composed of the following sub-units: Office of Undergraduate Admissions (UGA & FYE), Office of Enrollment Services (EOS), Office of the University Registrar (UR), Office of Graduate/International Professional Admissions (GIP), Office of Student Financial Aid (SFA), and the University Honors and Scholars Center (UH&SC). These offices are all housed under the Office of Undergraduate Studies (OUS).

Analysis of the 2002-2003 diversity plans submitted by the leadership of all units revealed a genuine interest in aligning unit priorities with the OSU Diversity Plan and overall goals of ensuring that OSU is a "diversity-friendly" environment for both staff and students. Each OUS unit described its major student and staff diversity initiatives for 2002-2003 with clarity and in sufficient detail that reviewers were able to understand the unit diversity achievements and ongoing challenges.

Student/staff racial and GLBT issues were described candidly throughout the separate reports of the sub-units of OUS. Unit heads seem aware of both strengths and weaknesses in their units and have recommended appropriate action steps to help the units fulfill their stated goals. Overall, hiring and retaining diverse staff in OUS is a continuing challenge, and this seems to occur from the highest levels of OUS and is repeated in each of the sub-units. For most of the sub-units of OUS, Black, Hispanic and Asian staff is either at the unacceptable "zero" level or is in the "single digits" (e.g., UR lists 5 Black, 0 Hispanic, 0 Asian employees, and, though not mentioned, an assumed 0 Native American employees.). In addition, while women and minorities were reported to "continue to be a large part of the applicant pool" in most sub-units, several sub-units reported heavy female employee percentages (i.e., UA & FYE = 90%, GIP= 82%, SFA=75.3%). Very little data were presented on GLBT issues, despite a stated commitment of the unit leadership to these issues, as evidenced by participation in HERO workshop sessions for the sub-units. In many of the sub-unit reports, general comments were made, unsupported by data, as indicators of successful diversity initiatives.

Overall, OUS seems to be on the right track with respect to its diversity goals and activities. However, the unit is very large and needs to better integrate its diversity priorities as part of an overall unit report. Each sub-unit seems to have developed its diversity priorities without connecting them with any other sub-units of OUS. An analogy can be drawn with a college unit that has eight to ten academic departments and academic support service offices in the college. An integrated diversity plan for the unit would be expected. That expectation also holds for

OUS. Finally, the report indicated that the leadership was not aware of any recommendations made last year by the Council on Diversity. Reviewers noted that several OUS sub-units did indeed receive recommendations for this Council last year, while others did not.

Recommendations

OUS needs an integrated diversity perspective that incorporates all sub-unit reports into a single, more coherent and integrated report. Doing so would standardize the report across sub-units and make the statistical data more uniform for outside reviewers. As a major priority of the university, the unit has several excellent diversity initiatives and programs that could serve as models for other units throughout OSU as well as within OUS. The unit needs a multi-year plan for improving the hiring and retention of staff of color in several of the sub-units (e.g., Executive Administration and Professional Staff has 0 staff of color). The unit should indicate its current position on and include in future reports data for two important topics that were not mentioned in this report: (a) purchase of supplies and services from minority vendors, and, (b) enrollment impact data on the newly (Autumn 2002) implemented policy change for admissions criteria for Autumn Quarter to be used in all academic terms on the Columbus campus.

Noteworthy Initiatives:

- The collaborative recruitment initiative with the Office of Minority Affairs (OMA) is an excellent example of two units working jointly to impact minority student recruitment.
- In addition, given University emphasis on attracting high achievement students, the unit is commended for its efforts to recruit and financially support National Achievement and Hispanic Scholar Achievement for African American and Latino/a undergraduate students, respectively.

The Wexner Center for the Arts

John Glenn Institute

Narrative Overview

Composed overwhelmingly of women in senior and staff positions, the twelve-person John Glenn Institute is conducting a search for an associate director. Because it has never had any problems attracting women candidates, the unit is planning to follow its well established process “with an eye toward diversity.” It has been much easier for the unit to diversify the participants in its many programs than it has been to diversify its staff. An authority on equality and affirmative action, the Executive Director of the unit has made diversity central to her scholarship and to such service roles as chairing the Provost’s Affirmative Action committee. Diversity is also a central focus of the Institute’s seminars and training sessions.

The unit has made progress in the area of student diversity by creating two special programs targeted at under-served groups, a leadership institute for college women and a summer institute for inner city high school students. For both initiatives, the unit received feedback from participants and external evaluators as to their success. The two programs attracted generous outside funding. Therefore, The John Glenn Institute recommends that units should not hesitate to approach donors for programs that are aimed at women and minorities. They offer their success at doing so as an example that such programs can be attractive to donors.

The other area that the unit's report addresses is GLBT populations. Notably, the Institute has begun incorporating questions about GLBT populations in the formal evaluations of its programs. The unit makes the very proactive statement that it "designs programs without assuming heterosexuality on the part of participants." It also gives examples to demonstrate how its programs have been critical in providing an opportunity for students who choose to do so to express their sexual identity. For example, students in their Washington Program hear from national policymakers, some of whom each year have chosen to identify themselves as gay or lesbian. In sum, the report from the John Glenn Institute is a strong, frank report from a unit that is clearly thinking through issues of diversity and implementing diversity in programmatic ways.

Recommendations

As a recommendation, we support the unit's desire to attract more women and minority speakers in the context of its mandate to maintain nonpartisan identity. We would urge the unit to reexamine definitions of "nonpartisan" to ensure that it is not viewing nonpartisan as synonymous with homogenous. Diversifying speakers should not be as challenging as the report implies.

Rather than speaking of "*tolerance* and diversity," the report should use less problematic language. Valuing diversity is more affirmative.

Noteworthy Initiatives

- The John Glenn Institute co-hosted with the Department of Women's Studies a NEW Leadership program for college women in Ohio interested in public service. The week-long summer institute brought to campus national and regional women political leaders. Twenty-four women, seven of whom were women of color, participated in the institute and are now doing year-long follow-up leadership projects on their respective Ohio campuses.
- The John Glenn Institute hosted a week-long summer institute for high school students from the inner city of Cincinnati. Designed in part to address racial tension in the city, the summer institute brought together students across racial, economic, and school lines.

DIVERSITY PLANS: NOTEWORTHY INITIATIVES 2002-2003

**Submitted by
The Council on Diversity**

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Ruth Peterson
Elliot Slotnick
Mac Stewart
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July 2003

ARTS AND SCIENCES COLLEGES

College of Humanities

- The College has developed Promotion and Tenure guidelines that include an appointment procedure that virtually insures diversity in the hiring pool for new faculty.
- The College specifically addresses diversity issues in GTA training.
- The College has formulated curriculum specializations in programs that are organized around diversity themes which may attract potential faculty recruits as well as enrolled students.
- The College office has utilized entry level positions to attract minority hires seeking training and experience for higher level university staff positions.
- The College Web site provides links to diversity oriented web sites.

College of Social and Behavioral Sciences

- SBS has its own College FHAP program in addition to the University's program.
- SBS has funded minority graduate recruitment programs as a supplement to the departmental graduate recruitment programs.

College of Mathematics and Physical Sciences

- 50% of the graduate students in Statistics are now women. MAPS is to be congratulated and encouraged to assist the other units in their College in achieving such results.
- Statistics recruited the largest number of African American students in thirty years.

College of Biological Sciences

- The College has developed administrative support for diversity initiatives.
- The College has implemented faculty networking in order to determine sources for searches of diverse faculty.
- The College collaborated with Wilberforce University to increase minority Graduate student numbers.
- Participation in outside agencies (e.g., Ron McNair Post Baccalaureate Achievement Program, NSF Louis Stokes Alliances for Minority Participation), as well as outreach to urban high schools for a service learning program to help students analyze DNA evidence, demonstrate the College's commitment to diversity/outreach.
- Clear statements regarding overall goals, strategies, and timelines for diversity initiatives are prominent within the College.

College of the Arts

- Faculty Administrative Fellows is an administrative leadership pool development vehicle to educate women and persons from under-represented groups about administration in higher education.
- The College Diversity Fund is a ten-year old matching funds project to assist units with recruitment and retention of women and minority staff, faculty, and students.
- The College has a Faculty Multicultural Activities Fund that serves as a faculty small grants fund.

PROFESSIONAL COLLEGES

Fisher College of Business (FCOB)

- The unit has worked at developing professional support organizations for GLBT students and faculty.
- The College is aggressively seeking funding to support minority doctoral candidates.
- The College has established College-wide Diversity Enhancement Awards.
- The hosting of Diversity visitation days and continued support of the MBA Women, Minority and International Student Corporate Mentoring Program have demonstrated the College's commitment to addressing diversity issues.
- The College has sponsored "diverse classroom awareness" workshops in regard to curriculum.
- The College holds deans and department chairs accountable for diversity initiatives.

College of Education

- The College works to ensure that all print and electronic materials are accurate, culturally sensitive and reflective of the diversity within the College.
- Research expertise relevant to diversity issues is consistently sought and shared.
- The College hosts Diversity breakfasts at conferences and follows up with personal letters.
- Professional development funding has been provided for targeted students to attend conferences.
- The College cultivates friendships, potential students, and maintains a database of contacts at HBCU's and other institutions with substantial enrollments of students of color.
- The College has established an administrative and committee structure charged with accomplishing diversity goals for the College.

College of Human Ecology

- The College has a Minority Vendor Plan and is tracking purchases from minority vendors using eReports and their own fiscal data collection, with the goal of increasing the number of vendors.

College of Food, Agriculture and Environmental Sciences (FAES)

- The College has hired a full-time Leader for Diversity Development.
- The College-wide climate assessment that the unit conducted has demonstrated a commitment to diversity.
- The College hosted a 3-day visit by faculty and staff from six HBCUs.
- The College has established a Diversity Resources web page and a monthly e-mail on diversity.
- The College has conducted an audit of visuals depicting diversity.
- The College has insisted that no faculty search be closed without having qualified women and minority candidates considered.
- The College has conducted a curriculum review to evaluate courses and teaching to ensure a diversity-rich academic program.
- The College's "Grow Our Own" program has increased the number of minority faculty members.
- The College has demonstrated a commitment to holding department chairs accountable during annual reviews for recruiting and retaining minority and women faculty.

College of Law

- The Law School hired a consulting firm to conduct a diversity awareness module as part of the first-year law student orientation. This consulting firm is also a minority vendor.
- The School created a data base from listing of faculty publications to identify existing faculty whose research is of interest to the College. These faculty were then targeted in a national search.
- The School has been aggressive in creating funding for chaired professorships and then equally aggressive at placing women and minorities in those positions.
- Recruiters travel to law fairs at HBCUs and universities with significant Asian-American and Hispanic populations.
- The School consistently uses the term “excellence and diversity” instead of the more derogatory “qualified minorities” when discussing recruiting and hiring.
- The School has made flex-time available for staff through official policies.
- The School has endowed a faculty chair for the study of civil rights/civil liberties and a donor gift to help economically disadvantaged students who cannot get co-signers for private educational loans.

College of Social Work

- The College has taken a series of actions to create an environment comfortable for GLBT populations. Those actions include: organizing workshops in the “Homophobia is Everyone’s Responsibility to Overcome” program (HERO); ensuring wide participation in the workshops; hiring two faculty members who have conducted research on GLBT populations issues; requiring curriculum content pertaining to GLBT populations with review of the course syllabi becoming a part of the annual performance review.
- The College is revising the internal transaction database to include minority vendor information to track and report purchases of goods and services from minority suppliers.

College of Engineering

- The full-time hire of a Senior Assistant Dean for Outreach and Special programs was given specific responsibility for promoting and sustaining diversity, especially by developing links with students in K-12.
- The College recently established a College Council on Diversity with representation from students, faculty and staff.
- One unit of the College has made visible improvements in the security of buildings to alleviate concerns about personal security after hours.
- The College engages in many visible programs to attract youth, including minority youth, to engineering as a career.
- The College has formed a broad-based work group to study gender equity issues. This is an impressive initiative which has apparently involved majority as advocates.

HEALTH SCIENCES COLLEGES

College of Veterinary Medicine

- The College has formed a Minority Alumni Advisory Council.
- The College maintains a relationship with the Tuskegee University.
- The College has created a Diversity Committee.

College of Nursing

- The Diversity Committee organized a development program “designed to sensitize faculty and staff to ethnicity and gender issues.” The film, “The Essential Blue Eyes,” was presented, along with the book, “Why are All the Black Kids Sitting together in the Back of the Cafeteria?” A discussion followed these presentations.
- The Diversity Committee also increased cultural exposure through a number of activities that highlighted traditions, art work, and social activities representing different cultural environments
- The HERO program underscores the College’s sensitivity to GLBT constituents. The unit reports an environment that openly allows and nurtures discussions relevant to GLBT constituents. The unit measures its success by its ability to recruit Administrators and Faculty who identify themselves as members of this group.

College of Dentistry

- The College received a grant from the Robert Wood Johnson Foundation to aid in the recruitment of under-represented minority students for the College.

College of Pharmacy

- The College sponsors a student National Pharmaceutical Association chapter that targets minority students interested in health-care issues.
- The College has maintained the highest percentage of minority faculty and non-instructional staff among the health sciences colleges.

College of Optometry

- The College has created a Diversity Enhancement Committee to address multiple diversity initiatives.

College of Medicine and Public Health

- The College continues to support MEDPATH, a post-baccalaureate program for underrepresented minority and disadvantaged students.
- The College has established Achievement Scholarships for underrepresented minority students.
- The College has developed a cultural competency curriculum.
- The College has created the Research Apprenticeship program aimed at recruiting underrepresented minority high school students to careers in biomedical research and medicine.

REGIONAL CAMPUSES

OSU Lima

- Lima has hired a minority recruiter/counselor.
- While not accompanied by documentary evidence, Lima notes that a positive working relationship has been established with the Bradford Center, a community center serving Lima's African American community.

OSU Mansfield

- Mansfield held a "Hate Crimes" program.
- Mansfield sponsored an AID-HIV lecture for campus and community members.
- Mansfield created an African-American Student Union and started a Black history month program.

OSU Marion

- Marion has developed a Multicultural and Global curriculum. A committee of 22 faculty members contributed by identifying 35 courses as offering a conceptual and experiential exploration of diversity. The courses were identified due to the inclusiveness of various cultures and ethnic groups, global perspectives, and gender issues.
- The campus has developed a \$7,500 research set-up fund for the purpose of recruitment and retention of faculty.

OSU Newark

- Newark established a Diversity Committee with leadership at the highest levels of administration.
- Newark trained senior staff on climate issues for GLBT populations.
- Newark invested financial resources in activities that draw attention to courses related to diversity.
- Newark has formed a relationship with the local NAACP.

VICE PRESIDENTIAL UNITS

Office of Research

- The Office sponsored a May 2002 panel, "The value of diversity in a research work environment: Overcoming challenges." Sixty people attended.
- All the Research Foundation employees and some staff from ULAT and OSC/OARnet participated in a full-day diversity/sensitivity training workshop developed and facilitated by the Foundation's staff.
- There is institutional support for CMR staff to attend all of the President's Diversity Lecture Series events.
- The Center for Lake Erie Research and Stone Laboratory (CLEAR) recruits minority students for its programs through the OMA and Columbus City Schools. CLEAR was successful in hiring three female faculty members.
- The Office of Research financially supports diversity hires and start-up and retention packages for faculty.

Office of Student Affairs

- Student Affairs developed a diversity enrichment grants program.
- Student Affairs implemented the National Coalition Building Institute's prejudice reduction education programs for staff, faculty, and students, including effectuation of VP Diversity Retreats for student leaders.
- Student Affairs worked with OMA to develop intervention strategies to increase retention and graduation for African American males.
- Student Affairs expanded the ethnic food offerings in dining commons and food outlets.
- Student Affairs supported and coordinated the ColumbusReads Program.
- Student Affairs helped develop a Native American Studies Major and Minor.

Office of University Development

- The Office has a Diversity Committee that consists of classified and unclassified staff.

Office of University Relations

No report was submitted for 2002-03.

Office of Business and Finance

- The Office of Business and Finance has hired minority students so that they can become familiar with the office for potential employment opportunities
- The Office has restructured positions to create new entry level positions in order to build the pool internally
- The Office includes a diversity component in annual managers evaluations
- The Office has created training programs designed to meet the needs of individual units

OFFICE OF ACADEMIC AFFAIRS UNITS

University Libraries

- The Library system has recruited and appointed thirteen minority candidates over as many years by providing two years of professional experience for each of the new minority librarians entering the profession. The Resident Program has a Web page and is a national model.
- The Library system offers a joint minority fellowship with Kent State University.
- The University Libraries' web site has a diversity page.

Office of the Chief Information Officer

- The OCIO has purchased as much as 26.9% of its quarterly supplies and services from minority vendors.

Office of International Affairs

- A 10% increase occurred since last year among the staff positions for white females, minority females, or minority males at the level of “assistant director and above.”
- The unit has developed an ad hoc administrative committee responsible for making recommendations to the Associate Provost to address the implementation of the University’s diversity plan.

Office of Minority Affairs

- OMA leadership includes several minority groups.
- OMA has secured a large grant to serve migrant families.
- OMA provides workshops about on-going professional staff development that serve both OSU and other professionals from the state of Ohio.
- OMA reaches out to the middle and high school young people in Ohio through the Young Scholars Program and continues the support of these students when they enroll at OSU.

The Multicultural Center

- The Center created a “safe room” for all students to gather in a familial environment.
- The Center established a system to track minority purchases when using the P-card.
- The Center created The Migration Stories Program.
- The “Safe Sane and Sexy” program will be adapted to represent other underrepresented minority groups.
- The Center has had a history of collaborating with other departments throughout the university to develop course offerings and fund diversity oriented programs.
- The center has developed four courses for the First Year Success series, addressing racial, as well as other culturally relevant issues.
- The Center has developed Leadership programs that bridge Academic and Student Affairs units such as the BOLD Program and the Nationwide Diversity Leadership transcript.
- The Center works with The Women’s Place and Women’s Studies to sponsor programs and roundtable meetings addressing current issues in society.
- The Center has collaborated with the American Indian Center by co-sponsoring several Pow Wows and an Art Exhibition at Fort Hayes.

The Graduate School

- The Graduate School has hired a person to be responsible for the enrichment programs and the person reports directly to the Dean.

Office of Undergraduate Studies

- The collaborative recruitment initiative with the Office of Minority Affairs (OMA) is an excellent example of two units working jointly to impact minority student recruitment.
- OUS recruits from and financially supports such initiatives as National Achievement Scholars.

The Wexner Center for the Arts

- The Wexner Center’s exhibitions, films, and videos feature a wide range of artists working in many different media.

John Glenn Institute

- The John Glenn Institute co-hosted with the Department of Women's Studies a NEW Leadership program for college women in Ohio interested in public service. The week-long summer institute brought to campus national and regional women political leaders. Twenty-four women, seven of whom were women of color, participated in the institute and are now doing year-long follow-up leadership projects on their respective Ohio campuses.
- The John Glenn Institute hosted a week-long summer institute for high school students from Cincinnati. Designed in part to address racial tension in the city, the summer institute brought together students across racial, economic, and school lines.

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